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ABSTRACT

The operational guidelines in this manual were compiled to assist college/district personnel in complying with government regulations, to provide California community college administrations with a uniform approach to programs and services, to aid local administrators and special resource personnel in developing or improving service and program delivery systems, and to serve as an easy reference guide. The manual is divided into eight sections. Section 1 covers general statewide and local program administration and regulations. Section 2 on regulations related to student participation deals with student rights and program eligibility, supportive and instructional services, and course approvals. Section 3 treats identification philosophy, purpose, responsibility, and techniques as well as needs assessment. Section 4 on planning reviews planning philosophy, specifications, and responsibility; the systematic approach; the advisory committee; inservice training; locating, evaluating and marshaling on- and off-campus resources; goals and objectives; prioritization; and time lines and tables. Implementation is discussed in Section 5 in terms of organization, support services, functioning requirements, communications, and methodology. Section 6 is concerned with budgeting; Section 7 treats report formats, and Section 8 reviews evaluation procedures and areas to be evaluated. (TR)

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ED156282

OPERATIONAL GUIDELINE:

PROGRAMS FOR THE HANDICAPPED

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CALIFORNIA COMMUNITY COLLEGES
FALL 1977

Developed under the direction of the California Community College Chancellor's Office, in concert with California State University at Fresno.

This project was funded through Title I of the higher Education Act, (Title I, HEA, 1965) as administered by the California Postsecondary Education Commission

CHIEF EDITOR: RONALD E. SMITH

JC 780 378

INTRODUCTION

PURPOSE OF THE GUIDELINES:

1. These operational guidelines are provided to local college/district personnel to assist them in complying with regulations relative to the education of the handicapped, and;

2. To provide for a uniform approach to the administration of programs and services for students with handicaps (hereafter students) at the California Community Colleges (hereafter colleges), and;

3. To provide a tool to assist local administrators and special resource personnel in developing and/or improving upon a delivery system of supportive services and programs for students and;

4. To provide college/district specialists with an easy reference guide for daily use.

BACKGROUND:

An initial incentive to the colleges to undertake the education of the handicapped came from the Vocational Education Act of 1968, as amended (PL90-516). The act provides that 10% of all part B entitlement funds received by the colleges be used in support of education for the handicapped. However, a 1969-70 study disclosed that many colleges were returning these funds, unused , to the state, and that in fact only several colleges had implemented formal programs for the handicapped.

Subsequently a program of inservice training for college personnel was funded under the Education Professions Development Act (EPDA). Statewide conferences and workshops were conducted for three consecutive years beginning with the 1971-72 school year. Participating college personnel became aware of the needs of the handicapped and were training to improve upon those skills necessary to meet those needs. Additionally, during the first project year, a resource manual was developed to assist college personnel.

Additional financial incentives were later realized. Through the efforts of the Chancellor's Office, special education apportionment funds were made available to the colleges. These funds were of help although they were limited to use for persons under 21 years of age. Since the average college student age is more nearly 25-26 years, this was a severe limitation. Then AB1246 (1974) was enacted to provide financial support for students 21 years of age and over. These were excess cost funds and limited in use to the physically handicapped.

The Department of Rehabilitation began early working with the colleges, assisting in the statewide inservice training projects, providing funds for barrier removal, coordinating the educational needs of their clients with the colleges, and providing student financial support.

While these major funding sources, along with other sources, were of great value to students, it became a complex maze of funding sources and criteria that still lacked the viability necessary to enable the colleges to truly provide comprehensive services and programs for the handicapped. In 1976 AB77 (Lanterman) was enacted (statutes of 1976, Chapter 275—June) to bring together one major funding source to meet the needs of all students with physical, communication, and learning handicaps. Regulations to implement this act were adopted on February 25, 1977. It is based upon the special needs of the handicapped and those governing regulations for which these guidelines were prepared.

PURPOSE OF SERVICES AND PROGRAMS FOR THE HANDICAPPED:

It is our purpose and the intent of applicable regulations to make our colleges accessible; to provide support services for those students who cannot succeed in the regular classroom without those services; to provide special programs for students not ready for integration into the regular classrooms; to make local and campus communities aware of our services and programs and services available to the regular student community; to provide extraordinary services as justified; and, to provide for equal educational opportunities for the handicapped. Our goal is to integrate the student into the mainstream of the college community and/or the economic and social arenas of the community.

DISCLAIMER:
This manual is intended as a reference only; the purpose being to serve as a guide or tool for the user. It does not intend to, nor should it be construed that, it in any way subrogates or supercedes any or all pertinent federal, state or local regulations.

USE OF THE MANUAL:
This manual is provided for your use, and for as long as that use is relevant to your needs. It has been assigned to you as an individual. If such time arises that you have no further use of it, please return it to:

Chancellor's Office
California Community Colleges
1238 S. Street
Sacramento, California 95814
Attention: Specialist, Supportive Services
and Programs for the Handicapped.

If you should transfer this manual to another person who has need of it, please also advise the Chancellor's Office of the name, title, agency and address of the individual.

Every effort will be made to keep this manual current. Therefore, the individual to whom it is assigned will from time to time receive revisions. All such revisions will be accompanied by a letter of transmittal. Please promptly act upon such mailings. It is also recommended that the letters of transmittal be filed in the back of the manual. This will provide a ready reference on all manual revisions.

DEFINITIONS:
You will have already noticed that we will take certain standard phrases and shorten them, such as California Community Colleges (Colleges) and students with handicaps (students). We also recognize the concern that exists with "labeling". Are students handicapped, disabled, exceptional or inconvenienced? We have decided to use the word handicapped in this manual, as this will maintain continuity with governing legislation and Title 5 administrative regulations.

SECTION 56000 SCOPE OF CHAPTER. *This chapter applies to special education services and programs for handicapped students . . . .*

All reference to regulations, unless otherwise noted, shall refer to the California Community College Administrative Code, Division 7, Part VI, of Title 5 regulations adopted February 25, 1977. All such regulations will be typed in italics to assist the reader in identifying regulations from narrative.

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Specific acknowledgement is given to the following individuals for their personal efforts and significant contributions to this manual. They are:

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John Schmidt	Grossmont College
Sylvia Selleck	West Valley College
Ron Smith	Cypress College
Barbara Sullivan	Chancellor's Office
Jan Zaboski	Moorpark College

THE CALIFORNIA GOVERNOR'S COMMITTEE FOR EMPLOYMENT OF THE HANDICAPPED

Final Regulations to Implement Section 504 of the Rehabilitation Act of 1973. (Nondiscrimination on the Basis of Handicap)

Effective Date June 3, 1977

As part of the Rehabilitation Act of 1973, Congress enacted Section 504 which provides that:

> "no otherwise handicapped individual in the United States, as defined in Section 7(6), shall solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

On May 17, 1976, DHEW published a Notice of Intent to Issue Proposed Rules seeking public comment on fifteen critical issues. The Proposed Rules were published in the **Federal Register**, Vol. 41, No. 138, Friday, July 16, 1976, pp: 29548-29567 and twenty-two public meetings were held throughout the country to obtain comments on the regulations. Finally, on Wednesday, May 4, 1977, DHEW published the final regulations to implement Section 504 in the **Federal Register**, Vol. 42, No. 86, pp: 22677-22685. The pages preceding and following the regulations contain background information and an analysis of the regulations. The regulations are reprinted here in their entirety.

The questions and answers preceding the regulations were prepared by the editors from the comments and analysis provided by DHEW in the **Federal Register**. The questions and answers do not cover every aspect of the regulations, but are provided only to alert administrators to general areas covered by the regulations. It is suggested that before institutional policies are formulated, the responsible administrator read the entire regulations and analysis published in the **Federal Register**.

QUESTIONS AND ANSWERS

Q. Who must comply with these regulations?

A. Every recipient of Federal financial assistance.

Q. If an institution is required to comply with Title IX, are they also required to comply with these regulations?

A. Yes. In fact, the wording of these regulations and the actions required on the part of schools and colleges closely parallels that of the Title IX regulations.

Q. How is a handicapped person defined?

A. Section 84.3(j) defines a handicapped person as one who, (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has a record of such impairment, or (3) is regarded as having such an impairment. The terms used in this definition are further defined in the regulations.

Q. Would persons disadvantaged by environment, culture or economics be classified as handicapped?

A. No. The definition only includes physical or mental impairments. Individuals not covered under the regulations include those who have prison records, or who are homosexual, and other nonphysical or nonmental handicaps. Of course, if a homosexual also had a physical or mental impairment, then he/she would be covered under the regulations.

Q. Are drug addicts and alcoholics considered as handicapped persons?

A. Yes.

Q. Since drug addicts and alcoholics are handicapped persons, may disciplinary action be taken against them if they violate rules pertaining to the use or possession of drugs and alcohol?

A. Neither rules prohibiting the use or possession of drugs and alcohol nor their application to drug addicts or alcoholics is prohibited by the regulations, provided the rules are enforced evenly with respect to all students.

Q. Do the regulations require institutions to take any specific actions?

A. Yes. **First**, each school or college must conduct a self-evaluation similar to that conducted under Title IX except that reasonable efforts must be made to include handicapped persons in the group making the self-evaluation. **Second**, each school or college must designate an individual to coordinate efforts to overcome discrimination on the basis of handicap and adopt a grievance procedure to hear alleged complaints. **Third**, every school or college which is a recipient must take "appropriate initial and continuing" steps to notify participants and other interested parties that it does not discriminate.

This special report is issued as a supplement to the April, 1977 issue of The School Student and The Courts, and the June, 1977 issue of The College Student and The Courts, published by College Administration Publications, Inc., P.O. Box 8492, Asheville, NC 28804. Telephone: (704) 252-0883.

(916) 445-0676 8

800 Capitol Mall - Sacramento, California 95814

Q. Do the regulations cover employees as well as students?

A. Yes.

Q. How can handicapped persons be employed to perform normal tasks?

A. The regulations require that schools and colleges make "reasonable accommodations" to the known physical or mental limitations of handicapped applicants or employees unless the recipient can demonstrate that the accommodations would impose an undue hardship on the operation of its program.

Q. What does "reasonable accommodations" mean?

A. Making facilities used by employees readily accessible to and usable by handicapped persons and job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters, and similar actions.

Q. Must all programs of an institution be accessible to handicapped students?

A. Yes, "when viewed in its entirety" all programs operated by a recipient must be accessible to handicapped persons.

Q. What does it mean to say "when viewed in its entirety"?

A. Because many existing facilities are not now accessible to handicapped persons, classes and services may be rescheduled or moved to accessible buildings. However, priority must be given to providing programs and services in the most integrated setting. The emphasis of the regulations throughout is to "mainstream" handicapped persons.

Q. How soon must program accessibility be achieved?

A. Program accessibility must be achieved **within sixty days** unless structural changes to existing facilities are necessary. If structural changes are required, they must be made **within three years,** but as expeditiously as possible.

Q. What about the accessibility of new buildings?

A. All buildings which are constructed after the effective date of these regulations must be readily accessible to handicapped persons. Standards for making buildings accessible can be obtained from the American National Standards Institute, Inc., and all new construction must conform to these guidelines.

Q. What about alterations to existing facilities?

A. Alterations that affect the usability of the facility shall to the maximum extent feasible, be altered so that the altered portion is readily accessible and usable by handicapped persons.

Q. Are there separate requirements for preschool, elementary and secondary schools?

A. Yes. Subpart D contains specific regulations for preschools, elementary and secondary schools and includes sections pertaining to Free Appropriate Public Education, Educational Setting, Evaluation and Placement, Nonacademic Services, Procedural Safeguards, Preschool and Adult Education Programs and Private Education Programs.

Q. Do the regulations recognize programs developed in accordance with the Education of the Handicapped Act?

A. Yes, such programs are a means of meeting the standards established under the "Appropriate Education" section applicable to public elementary and secondary schools.

Q. Are there also separate sections pertaining to higher education?

A. Yes. Subpart E applies specifically to post secondary education and covers Admissions and Recruiting, Treatment of Students, Academic Adjustments, Housing, Financial Aid and Employment Assistance, and Nonacademic Services. These sections read much like Title IX regulations.

Q. What sorts of academic adjustments do the regulations require?

A. The regulations do not intend any weakening of academic standards but would require, for instance, that a blind student be able to substitute a music appreciation course for an art appreciation course or visa versa for a deaf student.

Q. Would University hospitals or other University-operated health facilities be covered under the regulations?

A. Yes. Subpart F applies to recipients that operate health, welfare and social service programs.

Additional information may be obtained from:

Mr. John Wodatch, Director
Office of New Programs
Office for Civil Rights
Department of Health, Education and Welfare
Washington, D.C., 20201

SUMMARY OF SPECIFIC ACTIONS REQUIRED OF INSTITUTIONS AND DATES FOR COMPLETION

Required Action	Deadline Dates
1. Programs must be accessible to handicapped students (Section 84.22(d)).	Within 60 days of the effective date unless structural changes are required. (August 2, 1977).
2. Make an initial notice that the institution does not discriminate on the basis of handicap. (Section 84.8(a)).	Within 90 days of the effective date. (September 1, 1977).
3. Have developed a "transition plan" outlining structural changes necessary to achieve program accessibility. (Section 84.22(d)).	Within six months of the effective date (December 3, 1977).
4. Complete a self-evaluation similar to Title IX.*	Within one year of the effective date (June 3, 1978).
5. Complete structural changes necessary to achieve program accessibility (Section 84.22(d)).	Within three years of the effective date (June 3, 1980) but as expeditiously as possible.

*Records of the self-evaluation must be maintained for a period of three years from the date of completion of the study. These records must be open to public inspection and made available to the Director of OCR upon request (Section 84.6 (c)(2)).

GENERAL

SECTION I

1.0 STATEWIDE ADMINISTRATION

The program for the handicapped is a statewide program coordinated by the College Chancellor's Office.

56048. (1) STATE SPECIALIST. *One or more State Specialists shall be employed by the Chancellor's Office to effect statewide coordination and facilitate services and programs for the students with exceptional needs.*

1.01 The specialists are available to serve as a resource and to provide assistance to the colleges. They are the primary contact in the Chancellor's Office and can provide information and intrepretations regarding relevant regulations. They will collect and disseminate information, review requests for program approvals and provide general information relative to the needs of the handicapped.

56008. REGIONAL, STATE AND FEDERAL COORDINATION. *Faculty and staff from the districts with competencies in specific areas may be requested by the Chancellor's Office to assist in management and accountability tasks, including processing appropriate data required for reports.*

(a) Data for regional, state and federal needs assessments and resource surveys pertaining to direct cost services and programs shall be requested from various colleges and districts, and shall be provided by their respective administrators.

(b) As a means of enhancing network communications and coordination, the Chancellor and the Director of Rehabilitation shall develop such task forces as they jointly deem necessary to implement the provisions of this chapter.

(c) The cost of activities specified in this section may be charged to Program Developmental Services as defined in Section 56026 (f).

1.0.2 Personnel from the districts may be requested by a specialist or other personnel in the Chancellor's Office to assist in regional, state and federal coordination. The most typical kind of assistance requested would be one of providing data necessary to statewide program evaluation and coordination. Such requests might also include the participation of district personnel in special task forces, study groups, inservice training, program development, and special projects. When data is requested, it is imperative that the colleges and districts provide that data in a timely manner to facilitate both statewide and local program administration.

1.0.3 A task force developed by the Chancellor and the Director of Rehabilitation has already met and determined that 5% of the direct excess cost made available by AB77 shall be used for program developmental services for the school year 1977-78. This is not a permanent percentage, but will be established for each subsequent school year.

1.0.4 Section 56008 states that the cost of the activities specified in that section may be charged to program developmental services. The reference to Section 56026 (f) defines program developmental services as expenditures for college, regional and statewide activities for staff and program development which are approved by the Chancellor's Office and designed to implement these regulations. Colleges may budget a percentage of their total budget to be used for program developmental services, using guidelines as established by the Chancellor's Office.

The purpose of the program developmental services category is to provide a means by which the colleges may be reimbursed for their costs as incurred when complying with the provisions of 56008.

56040. ALLOCATION. *Allocation is the total amount available in a fiscal year for all Community College Districts and the State in accordance with the formula specified in Section 17303.6 (b) of the Education Code.*

1.0.5 The Chancellor's Office will advise the colleges prior to each school year regarding the total amount available for allocation during that coming school year.

*56088. **APPLICATIONS EXCEEDING STATE ALLOCATIONS.** In the event that applications for apportionment exceeds state funds statutorily available, the Chancellor shall apportion the statutorily available funds among Community College districts applying for such funds in accordance with guidelines established by the Chancellor and the Director of Rehabilitation, and approved by the Board of Governors*

1.0.6 In the event that the allocation available under Education Code Section 17303.6 (b) is less than the total amount claimed by the colleges, the Chancellor will apportion those funds available in accordance with established guidelines. These guidelines may provide that each college gets the same prorata share of funds available. On the other hand, more complex guidelines may be developed based upon statewide needs assessments regarding students. Final advisement regarding the availability of funds will be received by the colleges from the Chancellor's Office, each year, immediately following the analysis of statewide student census data.

1.1 LOCAL ADMINISTRATION

Each college/district must develop a plan for the administration of their program for the handicapped. Responsible administrators and specialists should be designated and other resource personnel identified.

*56048. (a) **DISTRICT COORDINATOR.** (2) One or more coordinators shall be designated by the district to coordinate activities in handicapped programs. (3) **College Specialist.** Each participating Community College shall designate one or more certificated employees as College Specialists to plan, develop, and coordinate; and who may also administer services and programs for students. A College Specialist may be designated as a District Coordinator.*

1.1.1 One or more persons shall be designated by each district as the district coordinator. Note that a college specialist may be designated as a district coordinator. Essentially, the college specialist is that special resource person (credentialed) on campus who enables services and programs for the handicapped. It is recommended that position descriptions be developed for both the district coordinator and college specialist positions. These may be incorporated in the annual comprehensive plan. Note that any person designated as a college specialist shall be a certificated employee of that college.

*56048 (b) Depending upon the nature of services and programs needed by a Community College or a Community College District, the following positions may be established: (1) **Instructional Specialists.** Each participating Community College or Community College District may designate one or more Instructional Specialist who shall be credentialed instructors, and in the specific disability area for which services are provided. (2) **Other Support Staff.** Each Community College or Community College District may employ other Support Staff, which includes, but need not be limited to, paraprofessionals, peer counselors, student assistants, instructional and non-instructional aides, interpreters, and other "specially assigned assistants".*

Supportive Staff shall function in accordance with existing professional standards and shall be under the supervision of persons certificated, licensed or credentialed in the area for which services are provided.

1.1.2 Based upon the complexities of the programs developed by the individual colleges, these regulations provide for the employment of instructional specialists and other support staff as needed to provide services and programs for the handicapped. It is recommended that position descriptions be developed for instructional specialists and other support staff. These may be incorporated in the annual comprehensive plan.

1.1.3 The first paragraph of Section 56048 states "each professional faculty or staff member shall be required to have a valid community college credential which is appropriate for the services being provided." The Chancellor's Office is responsible to develop standards for professional personnel providing services and programs for the handicapped. When those standards are developed they shall

be disseminated to the various colleges. Where no standard exists, requirements will be met in accordance with applicable regulations, education code, and district policies and procedures.

*56036. **COOPERATIVE AGREEMENTS.** Cooperative Agreements are agreements among Community Colleges or districts and other agencies or organizations for sharing equipment, facilities, staff and other resources in order to provide comprehensive support services and programs for students with exceptional needs.*

1.1.4 Services and programs for the handicapped are often more costly than those services and program provided to other students. It is for this reason that direct excess cost funds are made available to the colleges to help offset these costs. It is imperative that colleges work with other agencies or organizations to share resources, to help ameliorate the costs in providing such services and programs. Maintain examples of agreements, to be provided, in the appendix.

*56008. **REGIONAL, STATE AND FEDERAL COORDINATION.** Faculty and staff from the districts with competencies in specific areas may be requested by the Chancellor's Office to assist in management and accountability tasks, including processing appropriate data for required reports.*

1.1.5 Request for assistance will normally be directed to the district coordinators and/or college specialists. However, there may be other personnel in the district with specific competencies which make them more appropriate to respond to those requests. It is reasonable to expect that the district coordinator will be responsible to see that these requests for assistance are responded in a timely manner and with the assistance of those personnel within the district most appropriate. Where such requests cause the college/district to incur costs, those costs may be reimbursed upon approval of the Chancellor's Office under program developmental services.

*56038. **ADVOCACY.** Advocacy is activity directed towards establishing equal educational opportunity for students with exceptional needs.*

1.1.6 One of the most important functions of any professional engaged in providing services and programs for the handicapped is that of advocacy. Webster's *New Collegiate Dictionary* defines 'to advocate' as ". .. one that pleads the cause of another; . . . one that defends or maintains a cause or proposal." The dictionary adds "to plead in favor of." Providing equal educational opportunities for the handicapped is a cause. The primary need for advocacy is to promote an understanding regarding the needs of the handicapped and to make available the resources necessary to meet those needs.

*56056. **ADVISORY COMMITTEE.** Each college or district which provides services or programs for which the district receives direct excess cost funds shall establish an advisory committee. The advisory committee shall be composed of representatives of appropriate agencies, consumer groups, students, and any other appropriate organizations or individuals as determined by program needs.*

1.1.7 The establishment of an advisory committee is not unique to the colleges. Vocational Education, as an example, has used advisory committees extensively. District coordinators would do well to discuss the concept, establishment, and purpose of advisory committes with an appropriate Vocational Education administrator.

The purpose of the advisory committee is to provide counsel to the district regarding the needs of the handicapped. Individual members may prove to be a valuable resource in conducting needs assessment, in planning and development of services and programs, and in some cases will have resources available to share with the college or district to meet the needs of students.

Advisory committee members should receive a complete orientation of all applicable regulations regarding those services and programs now available to students. They should have an opportunity to meet those personnel working with the handicapped and to view the facilities and other resources available to those students.

The configuration (size and make-up) should be in accordance with the nature of services and programs being provided to students. We recommend an active committee with a size that is manage-

able. The committee should represent appropriate agencies, consumer groups, students, and any other appropriate organizations or individuals as determined by program needs. If one were going into an important new area, then one or more advisory committee members with expertise in that area is desirable. Client (student) participation is most desirable.

Advisory committees should be established annually in accordance with district policy. The comprehensive plan would help accomplish this certification.

56058. PLANNING. *The Community College District Master Plan, as provided for in Section 55402 of this Part, shall include planning for supportive services and programs for students with exceptional needs. Space and capital outlay needs for supportive services shall be incorporated into the plan for capital construction provided for in the Education Code, Section 20066.*

1.1.8 Based upon the Education Code requirements, each district is required to submit a five year plan annually. The district coordinator should be a participant in the development of the five year plan, to the extent that the coordinator ensures that planning for supportive services and programs for students with exceptional needs is included. Also, the coordinator should ensure that space and capital outlay needs for supportive services shall be incorporated into the plan for capital construction.

1.2 REGULATIONS

The following list is intended to provide a summary of the major regulations affecting postsecondary education for the handicapped. The list is not all inclusive, and professionals working in the field of postsecondary education for the handicapped should be continually aware of legislation and regulations that have an impact upon their activities.

1.2.1 The Lanterman Bill (AB77), chapter 275 of the statutes of 1976.

This bill was approved by the Governor on June 25th, 1976. It amended education Code Sections 17303.6, 17402, and 17407. It added to Sections 18151, and 25502.1 to 25506.2. It repealed the old section 18151. The following quotation from the act expresses, in part, intent. "The legislature finds and declares that Community Colleges provide a valuable educational and training resource for many individuals with exceptional needs, and that the existing funding structure of state support for these persons needs revision . . . . This act is intended to enhance opportunities within Community Colleges for handicapped students, but not to limit such students as to the type of postsecondary institution, if any, they attend. It is the further intent of the legislature that individuals with exceptional needs be placed in regular education programs when special educational services are no longer required."

1.2.2 The California Community College Administrative Code Title 5, Chapter I. (Divisions 7, Part VI, regulations as adopted by the California Community Colleges Board of Governors on February 25th, 1977).

These Title 5 regulations are the primary basis upon which this manual has been developed. Colleges must be in compliance with Title 5 regulations. The following compliance check list is provided to assist you in this regard. You may also wish to refer to this check list when developing your college comprehensive plan.

a. **Section 56002.** Support services and programs shall not be provided if or when they are not facilitating measurable progress.

b. **Section 56002.** All activities and services available to the regular college community shall be available to students with disabilities commensurate with their specific needs.

c. **Section 56002.** The college, *in concert with the student,* shall determine that suport services in regular classes are not adequate to meet the particular student's needs.

d. **Section 56004.** Participation by a student in any supportive services or programs shall not preclude participation in any other service or program which may be offered by the college.

e. **Section 56004.** Participation in any aspect of the supportive services and programs shall be voluntary.

f. **Section 56004.** Each Community College district shall employ reasonable means of informing the general college population as to the availability of supportive services and programs.

g. **Section 56004.** The student shall not continue participation in services or programs beyond the time when such services and programs are required to meet the educational needs of the individual.

h. **Section 56006.** No program or course shall be denied a student without due consideration of the student's potential and abilities and the additional assistance provided by adaptive or sensory aides or other supportive services or programs.

i. **Section 56010.** Direct excess cost funds for special classes or programs shall be approved only after regular average daily attendance (ADA) generated in these special classes has been completely utilized.

j. **Section 56019.** A professionally verified physical, communication or learning disability shall mean a handicapping condition as documented by a certified or licensed physician, psychologist, audiologist, speech pathologist or other appropriate professional. The documentation must identify the disability, describe the degree and progressional factor, and describe the limiting effects of the disability. The records must be available to the appropriate community college upon request but need not be maintained at such college.

k. **Section 56048.**
   1) Assessment of the student's educational competency and needs shall be made by the specialist which is appropriate for the services being provided.
   2) The following positions shall be established: District Coordinator; College Specialist.
   3) If Instructional Specialist(s) are employed they shall be credentialed instructors.
   4) If support staff are employed they shall be under the supervision of persons certificated.

l. **Section 56064.** Each college shall develop a plan for relevant and effective inservice training.

m. **Section 56056.** Each college or district shall establish an advisory committee.

n. **Section 56058.** The Community College District Master Plan shall include planning for supportive services and programs for handicapped students.

o. **Section 56060.**
   1) Assessment of the student's educational competency and needs shall be made by the special instructor(s).
   2) If requested by the student, all prescriptive, individualized plans shall be reviewed and amended as needed each semester or quarter.
   3) Each individual educational plan should specifically include:
      a) Assessment tools.
      b) Description of the courses, programs or activities in which the student will be engaged.
      c) Recommendations for instructional materials and equipment.
      d) Description of monitoring devices or procedures which assess competency.
      e) Evidence of measurable improvement at the conclusion of each semester.

p. **Section 56062.** Each college shall submit to the Chancellor's Office, on forms to be provided, enrollment data, projected expenditures, income for supportive services and programs (CCC-SS-1, May and October).

q. **Section 56064.** A college comprehensive plan shall be submitted on or before May 1st of each year.

r. **Section 56066.**
   1) Each college shall submit an evaluation of its total program for the fiscal year to the Chancellor's Office and to the Director of Rehabilitation.
   2) Each Community College district utilizing direct excess cost funds shall participate in a statewide evaluation.

s. **Section 56084.** Districts must certify that reasonable efforts have been made to secure federal or local funds.

1.2.3 The rehabilitation Act of 1973, PL93-112, Section 504. No otherwise qualified handicapped individual in the United States, as defined in Section 7 (6), shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

1.2.4 Assembly Concurrent Resolution #201. This ACR was filed with the Secretary of State, September 13th, 1976. It states, in part: "Resolved by the Assembly of the State of California, the Senate thereof concurring, that — the Board of Governors of the California Community Colleges are hereby requested to prepare a plan that will provide for addressing and overcoming, by 1980, the underrepresentation of handicapped students in the makeup of the student bodies—and to submit such plan to the California Postsecondary Education Committee on or before July 1st, 1977."

1.2.5 The Fair Employment Practice Act. Chapter 121, Part 4.5, Division 2, Labor Code. Section 1411 states, "It is hereby declared as the public policy of this state that it is necessary to protect and safeguard the right and opportunity of all persons to seek, obtain, and hold employment without discrimination or abridgement on account of race, religious creed, color, national origin, ancestry, physical handicap, medical condition, or sex."

1.2.6 Architectual Barriers. A new part E was added to Title VII of the Higher Education Amendments of 1976. Part E authorizes grants and loans to institutions of higher education to:

(1) Economize on use of energy,

(2) Bring facilities into conformance with the Architectural Barriers Act of 1968 (making facilities accessible to the handicapped),

(3) Bring facilities into conformance with health, safety, and environmental protection requirements mandated by Federal, State and local law. HEW (Health, Education and Welfare) Secretary Joseph Califano signed the 504 regulations which mandate the removal of Architectural barriers on all college and university campuses receiving federal funds. The directive states that the removal of these barriers is to be accomplished within three years.

STUDENT PARTICIPATION

SECTION II

2.0 STUDENT RIGHTS

The Title 5 regulations, Section 504 of the Rehabilitation Act of 1973, and other applicable regulations afford to handicapped students certain rights. There is a need to be aware of these rights, and there is a need to facilitate these rights being realized by the student.

56004. PARTICIPATION. *Participation by a student in any supportive services or programs shall not preclude participation in any other service or program which may be offered by the college.*

Participation in any aspect of the supportive services and programs shall be voluntary. Each Community College district shall employ reasonable means of informing the general college population as to the availability of supportive services and programs.

The student shall not continue participation in services or programs beyond the time when such services and programs are required to meet the educational needs of the individual.

2.0.1 It is important to ensure that a student's participation in special services and programs does not preclude his participation in all regular services and programs made available to the general college community. If a specialist is helping a student to find employment, this does not lessen the responsibility of the placement office to do the same. If a student is receiving advisement by a specialist, this does not mean that student cannot also avail himself or herself of the services of a college counselor. It is the spirit and the intent of these regulations that all students participate in regular services and programs insofar as possible. It is only where the individual need is not being met, that special services and programs should be provided. This is important not only from a cost standpoint, but also from a developmental standpoint.

2.0.2 It is important to note that a student's participation in special services and programs is, at all times, voluntary. A student may not be "required" to participate in special supportive services and programs, and he or she must be made aware of this right. Later in this manual there is a need to document the student's voluntary participation in special supportive services and programs.

2.0.3 You must facilitate an awareness of supportive services programs among the general college community. Just having them available is of little use unless this awareness is created. A few suggested means of facilitating this awareness are as follows:

a. Newsletters. The college specialist may send, periodically, newsletters to college staff and to target populations.

b. The campus newspaper is a good vehicle for informing the population of ongoing programs, and especially lends itself to announcing new supportive services and programs.

c. Brochures may be developed describing the full range of supportive services and programs available to students. These brochures may be distributed widely to interested individuals, agencies, client organizations, and to the general student population.

d. College specialists and other personnel might want to attend division staff meetings as a means of informing the faculty regarding supportive services and programs.

e. Similarly, the counseling staff should be, at all times, aware of the supportive services and programs available for students.

f. Press releases may be sent out to community newspapers. The use of press releases should be coordinated with the appropriate district administrator. Many districts have public information officers who would be of assistance in this regard.

g. The advisory committee should be kept abreast of all supportive services and programs. They could be given materials that will assist in the dissemination of information regarding services and programs.

h. Inservice training of faculty and classified staff as well as administrators is an excellent means of making the college community aware of these services and programs.

i. Many colleges begin each year with an orientation session for all certificated personnel; at times classified personnel are also included. The district coordinator and/or college specialist might check with the appropriate college administrator to have made available to them a few minutes to describe the supportive services and programs for the handicapped at this orientation session.

j. An important aspect of program coordination is articulation. The need for articulation is both external (off campus) and internal (on campus). Internally, we communicate with all segments of the college to make them aware of our services and programs. We involve them in our planning. We coordinate our efforts with them, and provide both resource and support to them in the delivery of supportive services and programs. Externally, the same need exists for us to work with community organizations, agencies (both public and private), client organizations, and other individuals and agencies who need to have an awareness of our services and programs for the handicapped.

2.0.4 Section 56004 specifically states that students shall not continue participation in services and programs beyond the time when such services and programs are required to meet the educational needs of the individual. This is in keeping with Assembly Bill 77 (Chapter 275 of 1976) which states "It is the further intent of the legislature that individuals with exceptional needs shall be placed in regular education programs available to the handicapped. It is only those students who cannot benefit from the regular classes, activities and services due to the physical, communication or learning disability, that shall be provided special supportive services and programs." The spirit of the legislation is that students will be integrated into the regular classes and programs of the college when those regular services and programs are sufficient to meet the educational needs of the individual.

56006. STUDENT RIGHTS. *Students aided under this chapter are guaranteed freedom of choice, equal access to all activities and courses offered by the colleges, the right to privacy, the right to review personal information and records, and all other rights available to the general college population.*

No program or course shall be denied a student without due consideration of the students potential and abilities and the additional consideration of the adaptive or sensory aides or other suppositive services or programs.

2.0.5 There are many "rights" expressed in the above two paragraphs.

a. Students are guaranteed freedom of choice. In order to have freedom of choice one must know the alternatives available. Therefore, we have an obligation to provide each student with advisement regarding the alternatives available, and the student is free to choose that alternative which best meets an individual need. This is also another way of expressing the fact that these students participation is voluntary.

b. The student is guaranteed equal access to all activities and courses offered by the colleges. This simply means that anything that is available to any other student shall be accessible to the handicapped. Accessibility covers a broad spectrum. Some things may be accessible but not "equally" so. Therefore, we eliminate architectural barriers. We develop positive attitudes among college personnel. We provide supportive services when necessary to make activities and courses accessible.

c. Students are guaranteed the right to privacy, and this right is guaranteed all students in the California Community colleges. Coordinators and specialists should be aware of student's rights; they can obtain this information from appropriate district/college administrators. Since much of the information that may be maintained on a handicapped student is very personal and could be sensitive, extraordinary care must be exercised regarding his/her rights to privacy.

d. The student is guaranteed the right to review personal information and records. Coordinators, specialists, instructional specialists and other personnel who maintain personal information, records and files on handicapped students, must make this information and these files available to the handicapped student upon his/her request.

e. The first paragraph of Section 56006 states that students are guaranteed all other rights available to the general college population. This again, is in keeping with the intent and spirit of legislation which states the right of the student to equal access to all college services and programs.

f. No program or course should be denied a student without due consideration . . . . Students are guaranteed the right of participation. Therefore, the student cannot be told he may not participate until all possible means of enabling that participation have been considered. We must provide for equal accessibility. We must recognize that the student has the same right to "attempt" any course that any other student has, and that in fact, all students have the right to fail.

2.1 STUDENT ELIGIBILITY

The handicapped student has the same rights as all students to participate in classes, activities and other college programs. However, the right to participate in the supportive services and programs provided for handicapped students, under this chapter, is dependent upon certain eligibility criteria being met.

56016. HANDICAPPED STUDENTS. *Handicapped students are persons with exceptional needs enrolled at a Community College who, because of a professional verified physical, communication or learning disability, cannot benefit from the regular education classes, activities and services provided by the Community College without specific additional support services and programs. However, in this chapter the term "students" is used, such reference shall be deemed to mean handicapped students.*

2.1.1 Our major purpose is to integrate these students into the mainstream of college activity. Students should participate in the regular classes, activities and services unless they cannot succeed without specific additional support services and programs. If they participate in special support services and programs for the handicapped, they must meet certain eligibility requirements to enable the college to claim direct excess cost under these regulations.

56018. SEVERELY DISABLED STUDENT. *A severely disabled student is a handicapped student who, because of extensive or multiple disability, cannot achieve full academic, vocational, or social potential without the use of substantially higher—cost special classes, programs, or supportive services.*

2.1.2 Up to $785.00 per student served is allowable for reimbursement to a district for direct excess cost for a handicapped student. Amounts up to $1,570.00 may be claimed for the severly disabled student. However, to claim the higher amount requires the recommendation of the Director of the State of California Department of Rehabilitation (See Section 56082 Paragraph c). It is recommended that before planning to use the amounts available for severely disabled students, you first consult with a specialist at the Chancellor's Office.

56019. PROFESSIONALLY VERIFIED DISABILITY. *A professionally verified physical, communication or learning disability means a handicapping condition as documented by a certified or licensed physician, psychologist, audiologist, speech pathologist or other appropriate professional. The documentation must identify the disability, describe the degree and progressional factor, and describe the limiting affects of the disability. The records must be available to the appropriate Community College upon request but need not be maintained at such college.*

2.1.3 Students served under these regulations must have a professionally verified disability to enable the college to claim direct excess cost funds for the supportive services and programs provided that student. The professional verification (certification) must include:

a. Identification of disability. The disability must be identified as a physical, communication or learning disability as defined.

b. It must describe the degree and progressional factor. To what extent does a physical, communication or learning disability exist. How limiting is the disability and is it worsening, improving or stabilized?

We need to know the extent to which the disability is limiting to enable us to properly prescribe

supportive services and programs which will enhance the student's probability of educational achievement.

2.1.4 There must exist a certification of the disability for a college to claim direct excess cost for students served under this chapter. That certification must be available to the college but need not be maintained by the college. The certification must include that information as described in Section 56019. Generally, the professionals serving the student will want this information available to enable them to properly prescribe a recommended course of action. However, it is not required as long as that certification is available to the college upon request. The following factors should be considered regarding certification of disability.

a. There may be appropriate personnel on campus, properly certified and/or licensed as physicians, physchologists, audiologist, speech pathologists or other appropriate personnel to develop the certification. If not, and considering the high costs of these professional services, other alternatives are available.

b. There are many instances where the information has already been fully developed and is available. Where a student comes from the secondary school system, check with that former secondary school to see if information on the disability is in the school's file and may be made available. Similarly, students who are agency clients, such as the Department of Rehabilitation or the Regional Center for the Developmentally Disabled, may also have information regarding that disability on file that is available. We must recognize that many students have already been "diagnosed to death", and that continuing to repeat the process of certification is not only costly but also could be demoralizing to the individual. Check to see if the information is already there and available. Of course, information received may not be sufficient, and additional information will be required.

c. There do exist agencies within the community who may provide the information necessary to certify a professionally verified disability. A student may already be a client of such an agency and that information may be requested. If the student is not a client of the appropriate agency, refer the student to that agency to achieve client status. The agency more than likely will do the necessary diagnostic work in order to confirm client status. This would then provide the information needed for certification. This would include such agencies as the Department of Rehabilitation and Regional Center. It might also include free public health clinics and mental health agencies. Consider also the individual's private physician. The physician might be able to provide all the information needed. We must remember to work with these agencies in order to conserve resources and to promote the cooperation needed among all persons serving the handicapped.

d. Where it is apparent that professional verification of a disability is available, college specialists may have the student sign a release, authorizing the individual or agency to release information that is psychological, psychiatric, medical or educational in nature. If there is no need to have that information on file, at least have on file a signed release or other means of assuring that the information will be made available upon request. Remember, a professionally verified disability is necessary to enable a claim for direct excess cost on a student being served. This information need not be maintained at the college, but must be available to the college upon request.

2.1.5 There are three handicapping conditions covered by the regulations. They are physical disability, communication disability, and learning disability. A student is eligible for special supportive services and programs, and the college is eligible for direct excess cost reimbursement, if the disabling condition falls within one of these three disability areas, as defined.

56020. PHYSICAL DISABILITY. *Physical disability means a disability attributed to vision, mobility, orthopedic or other health impairments.*

(a) VISUAL LIMITATION means blindness or partially sighted to the degree that it:

(1) Impedes the learning process and

(2) Necessitates procurement of supportive services or programs as enumerated in Sections 56030 and 56032 of this chapter.

(b) MOBILITY AND ORTHOPEDIC LIMITATION means a serious limitation in locomotion or motor functions which indicate a need for one or more of the services or programs as described in sections 56030 and 56032 of this chapter.

(c) OTHER HEALTH LIMITATION means a serious dysfunction of a body part or process which necessitates the use of one or more of the supportive services or programs described in Section 56030 and 56032 of this chapter.

***56022. COMMUNICATION DISABILITY.** Communication disability means a limitation in the processes of speech, language or hearing.*

*(a) **HEARING LIMITATION** means a loss of hearing function which:*

(1) Impedes the learning process or acquisition of speech and language and;

(2) Which necessitates procurement of supportive services or programs as enumerated in Sections 56030 and 56032 of this chapter.

(b) Speech and language limitation refers to one or more speech-language disorders of hearing, voice articulation, rhythm, and/or the receptive and expressive processes of language to the degree that it:

(1) Interferes with communication, education, and social interactions; and

(2) Necessitates procurement of supportive services or programs as enumerated in Sections 56030 and 56032 of this chapter.

***56024. LEARNING DISABILITY.** Learning disability refers to students with exceptional learning needs who have neurological, biochemical or developmental limitations. These limitations result from atypical perception, cognition or response to environmental stimuli, manifested by inadequate ability to manipulate educational symbols in an expected manner. Typical limitations include inadequate ability to listen, speak, read, write, spell, concentrate, remember, or do computation. These students demonstrate a significant discrepancy between their achievement and potential levels because of one or more of the following:*

*(a) **Neurological limitation** refers to the exceptional learning needs of a student with average academic potential. Their learning needs are a result of genetic aberrations, disease, birth complications, traumatic brain insult, or poor nutrition. These conditions may range from mild to severe and are associated with deviation of the function of the central nervous system.*

*(b) **Biochemical limitation** refers to the exceptional learning needs of a student average academic potential. Their learning needs are a result of excesses or depletions of hormonal, neurochemical or metabolic substances associated with diminished motoric, perceptual or cognitive capabilities.*

*(c) **Developmental limitations** refers to:*

(1) Exceptional learning needs of a student with average academic potential. Their learning needs are a result of delayed educational development, incurred through maturational delay and/or any combination of limitations described in sub sections (a) and (b) above.

(2) Exceptional learning needs of a student who has limited learning potential, with substantial and or severe functional limitations and whose limitations can be expected to continue indefinitely.

2.1.6 Remember that supportive services and programs for the handicapped, in order to be eligible for direct excess cost reimbursement, will be provided only for those students who cannot succeed in regular education classes, activities and services without such supportive services and programs. Also, that all students to be so eligible must have a professionally verified disability. This professional verification, including those factors itemized in 56019, gives the certification needed to claim direct excess cost funds. Direct excess cost funds may not be claimed for students who do not meet the eligibility requirements as defined in Sections 56016, 56018, 56019, 56020, 56022, 56024, and 56044.

56044. HANDICAPPED STUDENT ENROLLED. *A handicapped student enrolled is a handicapped student who is enrolled in three or more contact hours per week or three or more units of approved coordinated instruction systems (CIS) classes or programs.*

2.2 SUPPORTIVE SERVICES

56030. SUPPORTIVE SERVICES. *Supportive services are those services available to the students with physical, communication or learning limitations which are in addition to the regular services provided to all students. Such services enable the students to participate in the regular activities, programs and classes offered by the college. They may include, but need not be limited to, specific purpose counseling; special registration assistance; college orientation; specific assessment for academic, career or vocational planning and placement; special facilities; specific education materials, mobility, housing or transportation assistance; developing and maintaining attendant, reader and interpreter rosters; on-campus aides; equipment loan and repair; and other services appropriate to the student's particular needs as described in Sections 56020 through 56024 of this chapter.*

2.2.1 Supportive services are described as those services that are in addition to the regular services provided all students. The purpose of supportive services is to enable the student to participate in all regular activities, programs and classes offered by the college.

2.2.2 Essentially, the delivery of supportive services is dependent upon our ability to determine the individualized needs of each student. Many students will have no need for supportive services and are able (and prefer) to participate in the regular college classes and programs with no special assistance. However, where the needs exists, we must identify the support services needed by individual students to permit their integration into the regular mainstream of college activity. There are many ways to make such a determination. The following is but a limited list of some of the primary means available.

a. *Requests for services.* One means is to make known to the college community that supportive services are available. A procedure may be established whereby students in need of supportive services may contact the proper person to have those services delivered. There is a need, when services are requested, to verify that they are in fact required by the student.

b. *Interview.* Interview students to make a determination regarding the need for supportive services. If there is a large and relatively unknown student population this may not be a practical approach. A combination of other techniques available may be used.

c. *General survey.* Many colleges use a survey form listing the supportive services that are available to their students. The survey forms may be made available to students who want to request such services.

d. *Referral.* Students will often be referred by community agencies. These agencies can provide very valuable information as to the nature of supportive services required for the student to successfully compete in the college program. Also, if a proper job has been done in coordinating the program with the college staff, members of that staff will often refer students in need of specific supportive services.

e. The information received for certification purposes (professional disability verification) should provide information regarding the nature of supportive services required for that student.

f. *Trial and error.* Since our primary purpose is integration into the mainstream of college activity, there may be occasions where the best thing to do is have the student try. Where a student cannot make it on his or her own, this experience should provide information regarding the specific supportive services needed to succeed.

g. *Observation.* We often learn a great deal about people and their abilities to manage just by observing them in their daily activities. Be sensitive to the needs of the individual, and the observational technique will help make required supportive services known.

2.2.3 We have a need to forecast and plan to meet the needs of our students. Based upon our past experiences, observations and the advise of cognizant personnel, we should be able to make a reasonably good forecast regarding the kinds of supportive services that will be required. Essentially there are two types of forecasting techniques available to us.

a. *Historical Forecasting.* This is where we determine future needs based upon past experiences. If 20 students required special registration assistance the past school year and a 10% growth in student population is expected, we can forecast historically that 22 students may need pre-registration assistance this coming school year.

b. *Barometrical Forecasting.* We use barometrical forecasting when we have no past experience upon which we can forecast. This type of forecasting obviously is more difficult, as it requires us to make an educated guess regarding future need with no past experience upon which to base that guess. One way of dealing with this is to discuss the possibility of these needs with people who are aware of the needs of the handicapped. Another way is to collect empirical data from other community colleges and to forecast needs based upon their past experiences. In barometrical forecasting we get a feel for the current situation and make a guesstimate regarding the future.

Once we have completed our forecast regarding future needs for supportive services, we must plan for the delivery of those services. Delivery centers must be established and the activities of those delivery centers coordinated with your program. Delivery centers may be on-campus but may also be off-campus. When a student is referred to a delivery center, we should initiate a follow-up program to determine whether or not those services have been delivered to the student, and whether or not the student's needs for supportive services have been met.

2.2.4 Our major purpose is to enable the students participation in regular college activities. Providing supportive services will generally entail making resources available and coordinating the use of those resources. We must not only plan to have those resources available when needed, but we must also implement a delivery system and make sure that delivery system is maintained and meeting student needs.

2.2.5 We must always remember that participation is voluntary. If we prescribe certain supportive services and programs for the student, the student must agree to so participate. The student has the right to participate without our assistance, and this should be one of our objectives for all students. The professional who is 100% effective and successful in providing supportive services for the handicapped student may be the person who will have worked himself or herself out of a job.

56002. SUPPORTIVE SERVICES AND PROGRAMS. *Support services and programs for students will focus on integrating them into the regular college programs or placement in economic or social areas in the community. Such services or programs shall not be provided if or when they are not facilitating measurable progress. These services and programs may include, but need not be limited to: assessment of basic skills and potential, prescriptive planning and instruction, support personnel and equipment, specific purpose counseling on group or individual basis, work preparation or training and job placement. In addition to support services and programs to meet the exceptional needs of students, all activities and services available to the regular college community shall be available to students with disabilities commensurate with their specific needs. Before a student is assigned to special classes or programs, a college, in concert with the student, shall determine that support services and regular classes are not adequate to meet the particular student's needs.*

2.2.6 Section 56002 states "such services or programs shall not be provided if or when they are not facilitating measurable progress." We must have a means of objectively evaluating each student's participation in order to demonstrate the extent to which progress is occurring. The term "measurable progress" at first glance seems rather difficult with which to cope. However, it is not as complex as it appears. If the student is progressing to the extent that that progress can be measured, then the intent of this chapter has been met. Essentially, the reason that we need to demonstrate measurable progress is that we are in the business of education. We must be able to demonstrate, objectively, that

learning is occuring. Where a student does not demonstrate measurable progress from one evaluation period to another, that student's participation in the special supportive services and programs for the handicapped must be reassessed.

2.2.7 Perhaps one of the more important statements in Section 56002 is that which says "all activities and services available to the regular college community shall be available to students with disabilities commensurate with their specific needs." This literally means that any activity and service available to the general student population must also be available to the handicapped student population. Secondly, if that which is provided to the regular student population is not sufficient to meet the needs of the handicapped student, then those services and activities shall be reasonably expanded upon so that those needs shall be met. Obviously, the concept of "reasonability" enters into this and remember that one of the major purposes of these regulations is to provide colleges with reimbursement for their direct excess costs incurred for providing supportive services and programs for the handicapped. We literally have in effect an affirmative action program for the handicapped where we may be required to go above and beyond ourselves in those activities and services made available to the regular college community.

2.2.8 Finally, we are reminded again that our first objective is to integrate the student into the regular college activities and programs. Before a student is assigned to special classes or programs it shall first be determined that support services in regular classes are not adequate to meet the particular student's needs.

2.3 INSTRUCTIONAL SERVICES

Program emphasis is to integrate students into the regular class offering. One of the primary duties of a college specialist is to enable students to so participate. This is, essentially, the purpose of supportive services. There will be students not yet ready for such integration, and whose exceptionalities require the establishment of 'special classes' to meet their education needs. Like supportive services and programs, the special class should focus on preparing the student for integration into the regular college program or placement in economic or social areas of the community.

Section 56002 of the regulations state . . . "Before a student is assigned to special classes or programs, the college, in concert with the student, shall determine that support services in regular classes are not adequate to meet the particular student's needs."

56032. SPECIAL CLASSES OR PROGRAMS. *Special Classes or Programs means prescribed special instruction for students with specific educational needs. Such classes and programs may also be designed.*

(a) for severely disabled students who cannot initially attend regular classes.

(b) To provide preparatory or supportive instruction to enable students to participate in activities provided for the general college population.

2.3.1 The careful reader will note that this section states special classes and programs are for students with specific educational needs **and may also** be designed for those students described in paragraphs (a) and (b).

Our business is education, and the regulations allow us to be responsive to the needs of individuals with exceptional needs. The regulations promote integration but permit exceptions based upon **individual** need. We cannot conclude that **all** communicatively disabled or **all** developmentally disabled are best served in special classes and programs. We must conclude what the needs of the individual are and prescribe the best (educational) course of action.

56034. PRESCRIPTIVE PLANNING AND INSTRUCTION. *Prescriptive Planning and instruction is an individual educational plan developed with the student which details those special classes and programs requested by the student, and which is designed to meet the specific needs of the student. The delivery of supportive services alone does not require developing a prescriptive plan.*

2.3.2 Before a student is assigned 'into' a special class or program, we:

a. Develop an individual plan

b. With the student

c. Which details those special classes and programs

d. And design it to meet the specific needs of the student.

This is prescriptive planning and instruction. It is not required for supportive services alone. Prescriptive planning is individualized educational planning (I.E.D.). The regulations clearly mandate the manner in which each I.E.D. will be developed.

56060. PROGRAM PLACEMENT AND INDIVIDUALIZED EDUCATIONAL PLANNING.

(a) Assessment of the student's educational competency and needs shall be made by the appropriately certified, licensed or credentialed special instructor(s) in conjuncetion with the student, other appropriate college staff, and professional persons from the community or other agencies that are working with the student.

If requested by the student, all prescriptive, individualized plans shall be reviewed and amended as needed each semester or quarter by designated specialists, certified, licensed or credentialed in the areas of physical, communication and learning disability, and after consultation with all appropriate professional persons working with the student.

(b) Each individual educational plan should specifically include:

(1) The academic and career assessment tools, if any, utilized to identify the competency level of the student upon enrollment.

(2) A clear description of the courses, programs or activities the student will now engage in to improve academic or career competency.

(3) Functional recommendations for the use of appropriate instructional materials and equipment.

(4) A clear description of monitoring devices or procedures which assess improvement of competency based on the education program design being implemented.

(5) Evidence of measurable improvement at the conclusion of each semester in which the student is enrolled.

(c) Academic and career assessment is not a prerequisite to the delivery of supportive services such as parking, equipment loan, transportation or mobility assistance.

2.3.3 To develop an I.E.D. requires at least an adequate knowledge of student competency. This provides the basis for all subsequent planning. An assessment of student competency may include one or more of the following.

a. A review of past educational experiences.

b. A review of the professional disability verification.

c. Academic assessment tools.
   1) Standardized tests
   2) Non-standardized tests
   3) Other

d. Career assessment tools

e. Observation.

f. Consultation with other professionals (case conference) who are knowledgeable of the student.

g. Interviewing parents and/or former teachers.

h. Consultation with the student.

2.3.5 The I.E.D. will include a recommendation on materials and equipment that the student will need based upon the students functional requirements. Students may need paper and pencil, but due to an exceptionality, some students may need, to meet course/program objectives, a tape recorder, or portable brailler, or walker or other out of the ordinary materials and equipment.

2.3.6 Section 56004 of the regulations state, ". . . the student shall not continue participation in services or programs beyond the time when such services and programs are required to meet the educational needs of the individual." Additionally, Section 56060 (f) (5) requires "evidence of measurable improvement . . . ." Paragraph (4) state that the I.E.D. will describe how this assessment of competency will be accomplished.

The same means by which we established competency initially are available to us to interim (in-process) assessment as well as terminal (at conclusion) assessments.

Remember that a student's participation is voluntary. When working with an I.E.D., remember also to review regulations Section 56006 (student rights) and 56002 (supportive service and programs).

*36052. **STUDENT/INSTRUCTOR RATIO.** By July 1, 1977 the Chancellor's Office, after consultation with college staff and students, shall establish student-instructor ratios for special classes addressing the specific needs of students. Deviations from these prescribed ratios shall require prior written approval from the Chancellor's Office.*

2.3.7 Ratios are important to the quality of instruction and to program costs. It is well to consider specifying ratios to be used in the college comprehensive plan. It is an important planning component and this would facilitate having exceptions to ratio standards approved.

Ratio standards will be incorporated in this manual as they become available.

2.4 COURSE APPROVALS.

Course descriptions are to be included in the College Comprehensive Plan for approval consideration. This does not negate the responsibility to follow other relevant approval procedures. One example is the Regional Adult and Vocational Eduction Council (RAVEC). This council, which every college participates on, establishes procedures for the approval of all Adult Education and Vocational Education courses. These councils were created by Assembly Bill 1821 (1975). Districts also have approval procedures and there are other state requirements. The Dean of Instruction is the best source of information on approval procedures.

IDENTIFICATION

SECTION III

3.0 PHILOSOPHY

The initial and most basic steps towards providing supportive services and programs for students is to appropriately and efficiently locate &, diagnose, and assess the handicapped students needs. An assessment of the disabilities and the potential of all students in the community served by the college is vital to sound planning. Identification involves a systematic process of identifying handicapped students; it involves making a determination regarding those students in need of supportive services and programs. It includes the utilization of official health and education records; the utilization of both standardized and non-standardized assessment tools; the utilization of instructor classified staff, medical and psychological practitioner recommendations and evaluations; the utilization of recommendations by community, county and state service agencies; and, the utilization of data to determine strengths and needs of students. Identification is directly related to the following definition taken from Section 56016 of the regulations.

Handicapped students are persons with exceptional needs enrolled at a community college who, because of a professionally verified, physical, communication or learning disability, cannot benefit from the regular education classes, activities and services provided by the community college without specific additional support services and programs.

3.1 PURPOSE OF IDENTIFICATION

When engaging in the identification process, we must remember:

3.1.1 There are students who cannot succeed in the regular college programs without the benefit of supportive services and programs, who need to be identified.

3.1.2 There are students in need of supportive services and programs but who prefer not to participate in them.

3.1.3 There are students who are qualified to participate without the benefit of supportive services and programs, and some of them are adamant about not wishing to be identified.

Therefore, it is our responsibility to identify those students who are in need of supportive services and programs, and to provide them with the *opportunity* to so participate.

3.2 RESPONSIBILITY

Specialists and facilitators of programs and services for students are not required to engage in specific diagnostic or assessment activities. Their responsibilities shall be in establishing, systematically, procedures for identification of students in need of supportive services and programs, and, in marshaling assessment resources and coordination of all such services for students when requested by those students.

3.3 IDENTIFICATION TECHNIQUES

When we speak of identification, our first concern is that of identifying students or potential students who are in need of supportive services and programs. There are two major techniques available. The first is that of self-identification. This is where we establish, systematically, a means by which those persons in need of supportive services and programs will identify themselves. The second is where we establish a process to systematically locate and identify the person in need of such services. The following is a discussion of methods available to facilitate one or both of these processes.

3.3.1 **Community Awareness.** We are charged with the responsibility of making the community aware of our programs for the handicapped. This was briefly discussed in an earlier section of this manual. Where the community of students and potential students are aware of the supportive services and programs available to them, the likelihood of their identifying themselves is greatly improved upon. Community awareness is facilitated by such means as news releases, radio and television spots, published brochures, through the advisory committee, through communications with

community agencies servicing or cognizant of the handicapped population, the campus newspaper, bulletins, communications with college staff, inservice training and communication with student groups and associations.

3.3.2 **Referrals.** A referral system needs to be established both on-campus and off-campus. On-campus, all college personnel need to be aware of the program. However, awareness is not always sufficient in itself. There also is a need to establish a means by which referrals are to be made by college staff. The same is true off-campus where community agencies, organizations and individuals, aware of the program, are also made aware of how referrals are to be made.

3.3.3 **Resource identification.** There is a need to systematically identify those agencies, organizations and individuals in the community with whom an articulation program needs to be established. This would include government agencies such as the Department of Rehabilitation, The Regional Center for The Developmentally Disabled, the Employment Development Department, The Social Security Administration, The Veterans Administration, and the local Committee on Employment of the Handicapped. There are many community organizations representing persons with physical, communications and learning disabilities. These would include such organizations as the local chapter for the California Association for the Physical Handicapped, organizations for the deaf and blind, associations for retarded citizens and local associations of the California Association of Neurologically Handicapped Children. It would include such organizations as United Cerebral Palsy, Easter Seals, Goodwill industries, the secondary school system and Regional Occupational Programs. All of these agencies are potential resources. They have a keen awareness regarding specific needs of the handicapped. They will refer students in need of supportive services and programs. They can assist in needs assessment, resource identification and program planning. They are often in a position to share resources.

An intensive effort is necessary to identify the community agencies, organizations and individuals to have an effective, quality program to meet the needs of students.

3.3.4 **Accessibility.** One aspect of accessibility is that appropriate staff must be accessible to the handicapped population. Remember also that the regulations state that the regular college activities, classrooms and programs shall be made accessible to the handicapped. This does not mean accessible between 8 a.m. and 5 p.m. each day. This means that our concern for evening students should not and cannot be any less than it is for day students. Also, the regulations do not state that a student must be enrolled for credit. Among the eligibility requirements is Section 56044 which states, in part, "a handicapped student enrolled is a handicapped student who is enrolled in three or more contact hours per week...." This means that our concern for students who are non-credit but otherwise eligible should be no less than it is for credit students. We must be accessible to all eligible students who seek equal educational opportunities. This includes day students, evening students, summer term students, credit students, non-credit students, and students enrolled in 3 or more units of approved coordinated instruction systems, (Section 56044.)

3.4 NEEDS ASSESSMENT.

Another primary aspect of identification is the needs assessment. We have a need to identify the individual needs of the student, as well as those unmet needs within the community.

3.4.1 **Individual student needs assessment.** Assessing the needs of each individual student was previously discussed in Section 2.2 (Supportive Services.) Our responsibility is to enable the student to participate in community college programs. The student may be able to do so with little or no assistance. Where the student is unable to participate without special assistance, the student's needs must be assessed so that proper supportive services can be delivered to enable successful participation. Other students will not be able to participate in the regular college programs even with supportive services. Their individual needs must be determined to permit successful placement in an appropriate existing program or to provide data on needs not being met. Among the more important means available to you in conducting individual student needs assessment are the personal interview, referral source information, disability verification data, testing and records on previous educational experiences.

3.4.2 **Community needs assessment.** We need also to conduct an assessment to determine the community of need. That is, we must be aware of groups of individuals both within the community and on the college campus who have specific educational needs that are not being met. Some of these unmet needs will be identified during the individual student needs assessment process discussed in Section 3.4.1. The following are suggested means available to you for conducting a community needs assessment.

a. Involve the advisory committee in any community needs assessment. They, in effect, represent the community of handicapped persons. A sub-committee may be established in specific disability areas for needs assessment purposes. Each sub-committee could be chaired by an advisory committee member and include other personnel both cognizant and interested in the area which is subject to investigation.

b. One important aspect of community needs assessment is to work with community agencies and organizations. Most often they are aware of the needs that exist and are not being met and can also furnish excellent data regarding those needs essential for the planning process. The secondary school system, for example, can give detailed information regarding those students likely to come to the college. Public agencies such as the Department of Rehabilitation are well aware of educational needs and can provide very comprehensive data. Similarly, community organizations can be of great assistance and particularly those community organizations which serve specific disability groups. For instance, work with the local Association for Retarded Citizens. More than likely they can provide very definitive information on that disabled group in the community. They are aware of the needs of retarded citizens, their educational experiences, the numbers of persons with specific needs, their levels of functionability, their past educational experiences and the numbers of persons that might be expected to participate in a given program. Such organizations also are generally quite willing to assist in the planning process, and may also help in the sharing of resources to facilitate new program implementation.

c. Students enrolled at the college are also a very valuable source of information. By visiting with them in groups or by utilizing survey procedures one can discover needs of enrolled students that are unmet. They will also have an awareness of other persons in the community with unmet needs. Surveys conducted of secondary students, in cooperation with secondary education personnel, will provide valuable information regarding future enrollments of students and their needs.

d. Another method of community needs assessment is to seek out and interview cognizant persons. That is, individuals who work with and/or may be aware of the needs of persons with handicaps. On campus this may include such personnel as instructors, support services personnel, counselors, student body representatives, learning center and library personnel. In the community it may include the mayor, personnel of Parks and Recreation Department, university personnel, secondary personnel, and other individuals representing community agencies and organizations.

3.4.3 When a community needs assessment is conducted, essentially we are looking at a potential problem area. The purpose is to collect data which will permit reasonable assessment of the problem area and come to some conclusions regarding need. The essential ingredient is data. There are systematic assessment techniques which may prove of value. The following is a methodology one may employ.

a. *Identify the problem.* Certain needs may be suspected. First collect some preliminary data, sufficient to at least confirm those suspicions. Then give the problem definition. We cannot be expected to conduct a survey regarding all the needs of all the handicapped. Therefore, we must be definitive regarding the problem to limit our area of investigation to a reasonable depth and scope.

b. *Goal setting.* The investigation must be given direction at the onset. Therefore, we establish a goal to ascertain that which we expect to accomplish. This gives us a focal point and establishes the needed direction.

c. *Data needs.* Based upon the problem we have identified and the goal which we have set, we can identify the data that will need to be collected.

d. *Data source.* Knowing our data needs we identify those sources available to us where that data can most likely be acquired.

e. *Collection methodology.* Being aware of our data needs and the sources of data, we then develop our data collection techniques. An important aspect of data collection is to test collection techniques to make sure that they work. If a written instrument is used, test it out on several people to make sure that the written instrument is understood and gives the data sought. Also ensure that the data collected will be usable once received. If someone says that 10% of their students (secondary) intend to go to community college, this is of no value if the size of their total student population is not known. Make sure to get specific, usable data.

f. *Collection.* Implement your data collection techniques. Be sure to have established a follow-up procedure in support of these techniques to get all required data.

g. *Data synthesis.* A definition of data synthesis could simply be the boiling down of information into usable form. After we have collected the data, we put it into a workable format. This could include tabulations, computations, etc.

h. *Data analysis.* We realize our goal by analyzing the data collected on specific needs. If the data confirms the original suspicion of problem, it permits one to draft a statement of need which is the first step in the planning process.

PLANNING

SECTION IV

4.0 PHILOSOPHY

All good educational planning begins with the needs assessment. This is the input needed to effect a plan for change. Given an adequate needs assessment, good planning begins with the establishment of desired outcomes. Desired outcome means simply "hoped for accomplishment". When we are aware of the problem, (needs assessment) and of the hoped for accomplishment, we can then plan to cause our desired outcomes to become reality.

Planning programs for students at the community college also involves locating, organizing and marshaling numerous resources (both on and off campus) and translating them into a proposed sequence of action. The college and the community provide many different and unique resources, populations, attitudes, personalities, strengths and weaknesses. Because of this diversity and the very nature of the community college, problems concerning planning must be approached and resolved differently on each campus.

Additionally, the planner must work within the limits of available resources and personal skills and competencies. Given the uniqueness and individuality of each college and community, there are skills and techniques which are helpful in planning any program. This section deals with the process of planning and provides basic information which may be applied to college programs.

4.1 PLANNING SPECIFICATIONS

A simple way to view planning is to consider it as a process of determining certain specifications. A complete plan contains the following specifications.

4.1.1 *Why*—a statement of interest, need, tendency or rationale.

4.1.2 *What*—a statement of which specifies what you will be doing; also known as an objective.

4.1.3 *Who*—a statement which specifies who should be doing what and to whom.

4.1.4 *When*—a statement which specifies the time parameters within which the "what" is to be accomplished.

4.1.5 *Where*—a statement which specifies the location of the activities.

4.1.6 *How*—a statement which proposes a strategy, scheme, outline or flow of events which will accomplish the what (objective).

4.2 SYSTEMATIC APPROACH

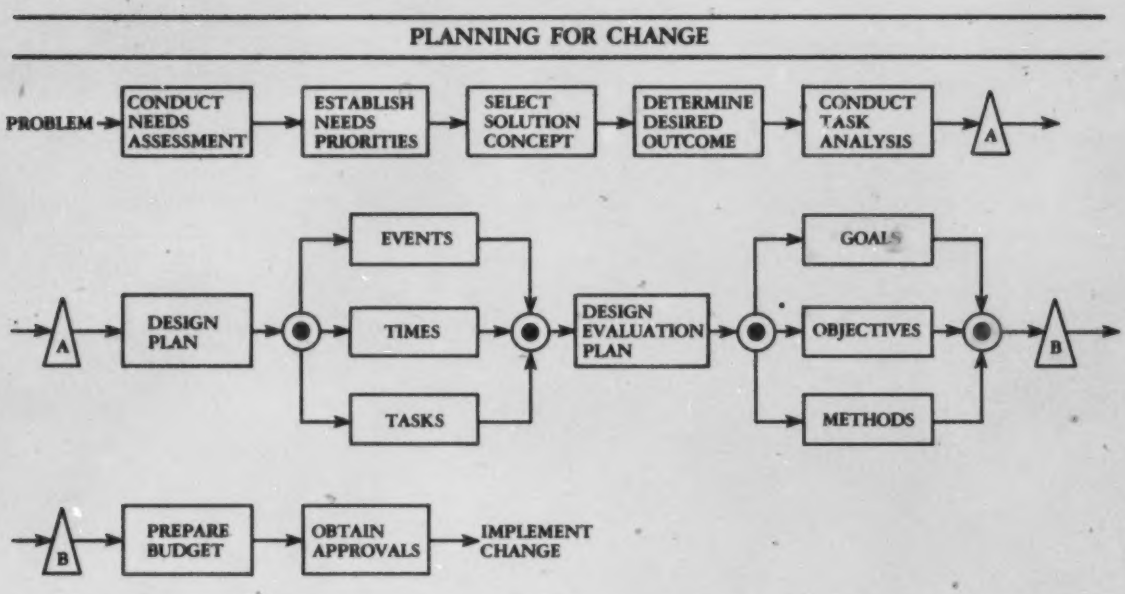
A systematic approach to planning will contain at least the following elements. A flow chart depicting a total planning process is on page 4.2.

4.2.1. **Statement of need.** The statement of need has been previously discussed in Section III. It is that statement which results from the needs assessment activity.

4.2.2. **Desired outcome.** The desired outcome is the hoped for result or achievement. Making the initial determination as to what our planning outcomes should be strengthens the planning process. A desired outcome statement will include: who will be affected; how that specific group of students will be affected; and, what results are expected.

4.2.3. **Solution concept.** Here we examine the various means available to us (alternatives) and determine that one which would best both meet the need and help us obtain the desired outcome.

4.2.4. **Planned activities.** We do a simple task analysis, based upon our solution concept, to determine how we are going to get from our need to our desired outcome. We identify all the necessary activities that we will have to engage in and place them in their proper sequence. It is best to write activities in action terms such as develop, design, appoint, submit, draft, and etc.



4.2.5. **Goals and objectives.** There are a number of reasons why we must include goals and objectives. The first is that they communicate most effectively in the field of education the direction we intend to follow and that which we hope to accomplish. Second, objectives are the basis for evaluation. Third, they become the basis for curriculum and program planning.

4.2.6. **Budget.** Each plan must contain a budget to show the resources that will be necessary for implementation and identify where those resources are to be obtained.

4.2.7. **Evaluation.** Every education plan must include an evaluation component. The evaluation component will include your objectives and an identification of the data that will need to be collected for evaluation, as well as the means of data collection.

Section 4.9 provides information on goal and objectives. Separate sections in this manual cover the areas of budget and evaluation.

56064. COLLEGE COMPREHENSIVE PLAN.

(a) Comprehensive annual plans shall be prepared separately by each college to be submitted by its district to the Chancellor and Director of Rehabilitation. Such plans shall be submitted on or before May 1st of each year, or at such other time during the fiscal year as designated by the Chancellor.

(b) Each plan shall include, but need not be limited to, the following components:

(1) Statement of philosophy and needs.
(2) Population to be served.
(3) Proposed services and programs.
(4) Program goals and objectives.
(5) Proposed activities to meet those objectives.
(6) A plan for coordination of college resources.
(7) A plan for inservice training.
(8) A statement of the evaluation plan.
(9) A plan for interagency coordination of resources.
(10) Budget summary.

4.3 PLANNING RESPONSIBILITY

The regulations require planning on the part of college personnel responsible for programs for the handicapped. The use of sound planning principles can make the planning tasks easier for those involved. Nearly all California Community Colleges submitted a college comprehensive plan for the handicapped for the 1977-78 school year. These plans will provide a significant resource to the State Specialist for use in developing standardized guidelines and formats for use in the development of subsequent comprehensive plans.

*56056. **ADVISORY COMMITTEE.** Each college or district which provides services or programs for which the district receives direct excess cost funds shall establish an advisory committee. The advisory committee shall be composed of representatives of appropriate agencies, consumer groups, students, and any other appropriate organizations or individuals as determined by program needs.*

4.4 THE ADVISORY COMMITTEE.

The advisory committee should serve as a valuable resource in planning programs for the handicapped. Their input regarding needs, program planning and resources should be significant.

*56054. **INSERVICE TRAINING.** Each college shall develop a plan for relevant and effective inservice training for all college personnel involved in meeting the special needs of students.*

4.5 INSERVICE TRAINING.

One of the required components for your comprehensive plan is a plan for inservice training. Many personnel at the colleges will become involved for the first time in providing supportive services, programs, and instruction for the handicapped. This indicates a need for inservice training, to develop the competencies among those personnel that they will require to be successful in their efforts to serve these students. Many colleges already have regular annual inservice training sessions. The first step would be to contact the administrator responsible for college inservice and establish the need for inservice for those personnel who work with the handicapped. Planning for inservice training in this area might include the following elements:

4.5.1 A survey of instructors and other appropriate staff to assess how many are desirous of inservice training regarding the handicapped; and, to solicit from them their ideas regarding their needs in this area.

4.5.2 Identify and establish a list of priority projects for inservice.

4.5.3. Review staff capability and or budget required to provide such training. Inservice costs may be charged to Program Developmental Services.

4.5.4 Designed inservice training sessions and establish time lines.

4.5.5 Implement inservice and evaluate.

4.6 LOCATING RESOURCES.

For meaningful planning to occur, it is necessary to be aware of as many resources as possible both on and off campus. There is no single way to locate all available resources, and it is most likely that this will be accomplished over time. It is a continual process of being alert to the potential worth and value of a particular material, human or agency resource which might be helpful in the future.

Although there are numerous directories which offer listings of various organizations and agencies, it is important to become personally familiar with them. All that is published regarding a particular resource may not be completely accurate nor descriptive of the potential that resource holds for a program. There is no substitute for direct personal contact in determining the real value of a particular resource.

Interviewing the personnel and visitation to the facilities are beneficial and well worth the time and energy expended. Not only will this give one the opportunity to see first hand what is available, but it will afford the opportunity to develop meaningful articulation with, and better understanding of, the resource.

This section will offer some basic starting points in the form of brief descriptions of some resources locted both on and off campus. It is in no way intended to be definitive. Rather, it should be considered as a work book to modify as it applies to a particular situation.

As one locates and becomes familiar with each resource, it may be helpful to enter the name of the resource and any other pertinent information about it on a 3 x 5 card to be used in a resource file. This information should include the location, telephone number, contact person, potential use and a brief description of the resource. Having this information at one's fingertips will help locate information in an efficient and organized way when needed.

4.7 ON-CAMPUS RESOURCES.

4.7.1 **Counselors.** Each college has an easily accessible and readily available resource in its own counseling department. Become aware of the wealth of potential and the capabilities of the counseling staff. If possible, attend department meetings and identify, by name, those counselors who have a particular interest, experience, concern, skill or expertise in working with the handicapped.

Many counseling departments are currently emphasizing career planning and counseling. Feel out their receptiveness to work with the handicapped. It may be necessary to sensitize some of these counselors to the unique problems of employment for the handicapped. One may find those with the experience and expertise sought, or find a counselor who is interested in learning more and accepting the challenges of counseling the handicapped.

It should be emphasized that this cannot be done effectively from an office. Try to make personal contact on the counselor's "home turf" and establish a good relationship with someone, not some place. Since the primary goal is to facilitate integration this is an important concern. The student should be able to select the counselor of his choice. A well informed counselor can help achieve this goal and allow the student to become less dependent and isolated from the mainstream.

4.7.2 **Instructions.** An often overlooked resource on the campus is the faculty. Locate instructors with special skills in working with the handicapped. Chances are that you will be pleasantly surprised to learn that the regular faculty has some potential for becoming real advocates and supporters. Locating receptive and enthusiastic faculty members is also the first step in assisting the students in programming their class schedules.

In addition, there may be some excellent resources for carrying out those "special projects", such as: designing a program evaluation instrument, inservice training, audiovisual presentation, scholarship funding, job counseling and tutoring. Furthermore, it is beneficial to locate receptive faculty members in order to get them directly involved on advisory committees. Once a supporter from within the teaching ranks has been found, he/she will influence in a positive direction other instructors in his/her department.

4.7.3 **Paraprofessionals.** A paraprofessional is a person with some degree of training and skill in a specific area. The location of paraprofessionals in any program depends on the specific needs of the student population and the channels of communication developed. Once the need has been determined, the following paraprofessionals may be sought:

a. *Interpreters for the deaf.* Interpreters may be available with varying degrees of skills and experience which may call for varying pay schedules. Locating interpreters for the Deaf, local Deaf Clubs, placing job announcements in the college newspaper or simply asking faculty members to inquire in their classes.

   Caution should be used in hiring interpreters. There are many self-proclaimed "experts" in the field. The so-called experts should be throughly screened and evaluated by a recognized expert.

   Often time the interpreter has skills which limit the setting in which he/she can perform accurately and with confidence. For example, an interpreter may be quite capable of working in an English class, but may find it impossible to work effectively in Mathematics.

b. *Braille transcribers.* A braille transcriber is a person trained and skilled in the use of braille, one who is capable of transcribing printed material to braille and is competent in the use of various special pieces of equipment. Transcribers may be located through organizations such as the National Association of University Women, Lions Club, Braille Institute of America, blind students, etc.

c. *Attendants.* Attendants are persons skilled and trained to handle and care for the physical needs of the severely disabled. Attendants are hired and trained by the disabled individual. Location of attendants may be facilitated through the college by preparing job announcements for the job placement office or placing ads in the college newspaper.

d. *Mobility aides.* Mobility aides are persons trained in handling the severely handicapped and assisting in transporting them from place to place. A mobility aide may help negotiate inclines and in traveling long distances around campus. The mobility aide for the blind should be skilled and trained in various methods of mobility and techniques in orientation training for the blind. Mobility aides can be easily located through the on-campus resources previously identified.

e. *Readers for the blind.* Persons with good oral reading skills. Readers should also be able to describe charts, graphs, illustrations, tables, etc., in such a way that the blind person can develop a mental image of the materials. The reader serves as the eyes for the blind and should not be expected to tutor or interpret printed information, rather they should be skilled in transmitting printed information to the blind. These students should select their own reader.

f. *Classroom/Laboratory aides.* Persons skilled in carrying on specific instructions and directions directly from the student.

The classroom or laboratory aide is one who performs tasks which the handicapped cannot perform themselves as a direct result of an impairment. These aides must be trained to carry out tasks upon specific direction and be sensitized not to perform tasks which the student is capable of doing for himself/herself.

4.7.4 **Administrators.** Each campus may have a unique administrative or organizational structure. It is important to identify those administrators and their assigned duties and responsibilities who will be making decisions affecting the program. These are the personnel who have the ability to act. That is, they can facilitate or thwart the progress of the program. It pays to know who's who in your campus administration. Included among those key administrators are people with the following responsibilities:

a. *College President.* The direct line to the Board of Trustees, the College President is probably the most significant and influential administrator affecting the college philosophy and policy regarding the handicapped.

b. *Administrator for Instruction.* This person is usually a direct line to the faculty. This administrator can influence, by encouraging and supporting the concept of the handicapped students program, the instructional process. This is the person to see regarding new curriculum or the modification of existing curriculum. This person can also help you establish realistic goals and objectives concerning the instructional process, curriculum development and the hiring of new staff.

c. *Administrator for Vocational Education.* This person can be a great help in locating employment resources in the community, designing adaptive equipment and scheduling classes. This person is usually very practiced and realistic in assessing the job market.

d. *Administrator for Evening School.* This person may be helpful in locating receptive part-time faculty and facilitating the identification of handicapped students attending evening classes.

e. *Administrator for Buildings and Grounds.* This individual is among the most knowledgeable for identifying architectural problems and the most resourceful in removing these problems with a minimum of red tape and paperwork.

f. *Board of Trustees.* The governing body of the college, the Board has the power and authority to make or break the program. As individuals most trustees are active civic leaders and can provide excellent input for the development of the program.

g. *Business Manager.* This individual can often save a great deal of time, money and aggravation. In locating available equipment, this is the one to contact.

h. *Registrar/Dean of Admissions.* This person is a primary resource for the identification of new students, budget planning, registration and attendance records.

i. *Administrator, Financial Aid/E.O.P.S.* This may be one or more persons with whom contact is essential. Studies show many students cannot succeed for financial reasons. This may be their most valuable resource.

4.7.5 **Classified Personnel.** An integral part of any program. It is helpful to identify those who have the potential to provide some service to the program. This may include:

a. *Secretaries.* Some colleges are almost operated by the secretaries. When we realize the screening function of the secretary, we begin to appreciate how useful they are. There is no better way to meet the "person in charge" than to first know the secretary. Frequently, it is the secretary who prepares reports and makes the first introduction to the person in charge.

b. *Campus Security.* When planning parking arrangements, issuing special parking permits, planning special events or activities, it is most beneficial to consult with the campus security office. In addition, the campus security office is probably the first place to call in case of emergency.

c. *Buildings and Maintenance Personnel.* When trying to get that little extra help in procuring things like wastepaper baskets, chairs, tables, paper towels, etc., it's helpful to know the building custodian. A few rounds with maintenance personnel can give insight on how to solve "nuts and bolts" types of problems. Removal of architectural barriers, modification of toilet facilities, and other such concerns, can be remedied quickly and effectively if there is a good relationship with these personnel.

4.7.6 **Material Resources.**

a. *Equipment.* In planning programs it is necessary to locate the equipment that will be needed when the program is implemented. There is equipment which is standard and readily available through regular school programs and equipment which is considered special in order to meet the needs of the student.

b. *Support Equipment.* Special equipment for students is highly specialized and is often custom made for the individual. However, numerous items are commercially available and can serve large numbers of students with similar disabilities. The following list is intended to give the reader some idea of a few of the more widely used pieces of equipment. It should also be pointed out that what may be considered to be standard equipment (an electric typewritter, for example), could also be considered as special equipment if it is to be used by someone with upper extremity involvement who could not use a manual typewriter. Therefore, equipment is considered to be special when it serves to alleviate some problem directly related to the disability and the constraints imposed by that disability.

1) *Perkins Brailler* - a machine that produces braille symbols and used by the blind.

2) *Magnifying Lenses*-used by persons with partial vision. There are numerous sizes of varying quality. Care should be taken to obtain lenses which reduce distortion to a minimum.

3) *Visualtek or Appolo (closed circuit t.v.)* - a television system which uses a magnifying lens and allows for reversal of field (white print on a black background). Used by partially-sighted students.

4) *Electric/Automatic Page Turner* - a device which allows a quadraplegic or amputee to turn the pages of a book by the use of a microswitch which can be operated by a mouth control switch or foot control pedal.

5) *TTY or MCM*-(teletypewriter) - a telephone communications system used by the deaf to communicate via standard telephone lines.

6) *Large Print Typewriter* - used by the partially sighted. It produces print of primary size.

7) *Variable Speed Tape Recorders* - a reel to reel tape recorder which has a variable speed control to allow for compression of listening time. It is frequently used by the blind.

8) *Speech Compressor* - a machine which electronically compresses speech by removing (filtering) extraneous sounds. There is a minimal sound distortion and a high level of comprehension.

9) *Videotape Recording and Playback Equipment* - an instructional aide which has great value in instruction of the deaf. It permits repetition and eliminates fatigue. It allows for captioning of instructional presentations.

10). *One-Handed Typewriter* - a specially adapted typewriter keyboard which allows the amputee or the hemiplegic to type at a rate of up to 60 words per minute.

11) *Talking Calculator* - a calculator that actually speaks to you. Frequently it is used by the blind and is a technological replacement of the abacus.

12) *Typewriter Shield* - a device which is attached to a standard IBM typewriter and prevents the user from striking more than one key at a time. It is particularly useful for spastics, athetoids and others with fine motor or gross motor dysfunction.

13) *Thermoform Machine* - A vacuum seal machine used to make duplicate copies of braille materials. It is also useful in producing instructional materials for the blind.

The above list is by no means complete. It may be modified to meet the needs of students being served. Maintain a complete list in the appendix.

4.7.7 **Transportation.** Locating existing equipment for transportation may be difficult since specialized equipment is essential for transporting many disability groups. Where accessible public transportation is not available, a vehicle with a ramp or automatic lift may be required. Rehabilitation and other agencies can provide client assistance for transportation.

Another piece of equipment which should be located, if possible, is a golf cart type of vehicle with a ramp or lift for wheelchairs. Conceivably, it would be used as a mobility vehicle where distance is prohibitive for wheelchair bound students or students with low exertion tolerance.

4.7.8 **Programs.** Most campuses have many programs already in existence which may be used as resources for disabled students. These programs may be either instructional in nature or provide support services.

4.7.9 **Veterans Program.** The Veterans Administration provides financial support to veterans who qualify. They also have a Department of Rehabilitation which provides counseling as well as financial support for disabled veterans. They are a resource for equipment.

4.7.10 **Tutoring Program.** Some campuses have organized a tutoring program which provides the services of diagnosing tutorial needs and assigning tutors who have been screened for work in specific areas. This service need not be an expense incurred by the handicapped students program. Rather, it provides an opportunity for integration into an existing program.

4.8 **OFF-CAMPUS RESOURCES.** Many resources are available off-campus in the form of educational programs, community organizations, governmental agencies and public and private organizations. It is important to locate these resources and become familiar with what they may have to offer. If duplication of effort can be avoided, this is the place to find out how, and to establish a meaningful referral system.

4.8.1 **Colleges and Universities.** There are now many community colleges and numerous colleges and universities offering programs of special services. These are invaluable resources in program planning. Locate some of these colleges in order to gain knowledge and insights from others in different settings. If these campuses are close geographically, it might be well to locate resources on them

which could be shared. Locating resources available at nearby institutions will also help students with the transition from college to university when necessary. Maintain a list of these colleges and universities in your appendix.

4.8.2 **Regional Occupational Programs.** These are special public educational units established to assist students who require special or technical training or skills in preparing for categories of employment.

4.8.3 **Rehabilitation Programs.** The Department of Rehabilitation provides some financial support and counseling for students who qualify under Department guidelines. The Rehabilitation Counselor, client (student) and specialist agree on an educational goal. Then the counselor recommends the best way to achieve it and duly provide the services and support to help the client select the most appropriate training.

4.8.4 **Adult Education Programs.** These programs provide classes for students 18 years and older who have or have not received their high school diplomas, depending on district policy and agreements with local unified districts.

4.8.5 **Elementary and Secondary Programs.** Elementary and secondary schools which feed into a college may have existing programs which provide special services or special educational programs to students with handicaps. Locating these programs is the first step in establishing a valuable liaison and essential to planning.

4.8.6 **Private Schools.** Many private schools in an area may have special education programs and may also feed into the college. Recruitment activities could be conducted at such schools and will assist in locating students in need of special services.

4.8.7 **California Community College Chancellor's Office.** The Chancellor's Office employs one or more full-time specialists in Supportive Services and programs for the handicapped. The specialist is your representative to all major state and federal agencies and support divisions within the Chancellor's Office.

4.8.8 **Community Organizations.** Community organizations can be valuable resources for recruiting people into a program as well as for providing additional funds and establishing good public relations and planning support. The outreach phase of program planning will depend, in part, on the success in locating community organizations. These organizations may differ in each community. However, there are many groups like Lions, Kiwanis, Rotary, etc., who are ready, willing and anxious to help. A simple call to the local Chamber of Commerce can help locate these organizations.

4.8.9 **Governmental Organizations and Agencies.** The following section lists several agencies and organizations which may provide some information or service. It may be worthwhile to seek out additional data regarding these agencies. Following up with direct contact with a representative of the organization is recommended.

a. *Federal.*
   1) President's Committee on Employment of the Handicapped.
   2) Social Security Administration.
   3) Equal Employment Opportunity Commission.
   4) Department of Health, Education and Welfare.

b. *State Agencies.*
   1) Employment Development Department.
   2) Governor's Committee on Employment of the Handicapped.
   3) State Department of Rehabilitation.
   4) Fair Employment Practices Commission.
   5) Manpower Administration.

c. *County or Regional.*

1) Manpower Administration; operates a variety of training programs whose ultimate goal is re-entry into employment. Priorities are generally given to the unemployed or under-employed, disadvantaged and heads of households.
2) Public Social Services Agency.
3) Equal Employment Opportunity Committee.
4) County Personnel Department.

d. *State Organizations.* The following list barely scratches the surface of the many organizations with a particular interest or concern for disability groups. Further investigation into similar groups is highly recommended inorder to develop awareness and knowledge of their potential use in the program.

1) California Association of the Physically Handicapped.
2) California Association of Neurologically Impaired Children.
3) California Association of the Deaf.
4) Council for Exceptional Children.
5) California Association for the Retarded.
6) National Federation of the Blind.
7) California Association of Post-Secondary Educators of the Disabled.
8) Disabled Students Coalition.
9) California Speech and Hearing Association.

4.9 EVALUATION OF RESOURCES.

Each resource should be evaluated in terms of:

4.9.1 **Availability.** Is the resource available when needed: If it is a human resource, is he or she available and willing or able?

4.9.2 **Accessibility.** Is the resource in a place that is accessible to students? If not, can it be moved, if it is a material resource? If it is a human resource, can arrangements be made to make this source accessible?

4.9.3 **Applicability.** Is the use of this resource applicable to the program at any given time? For example; funding sources for Learning Disabilities may not be applicable if planning a program for students with orthopedic disabilities. Rules and regulations of outside agencies may not be directly applicable to a program, but may be applicable to some students. Knowledge of this is important in the counseling process.

4.10 GOALS AND OBJECTIVES.

"Would you tell me, please, which way I ought to walk from here? "That depends a good deal on where you want to get to', said the cat. 'I don't much care where', said Alice. "Then it doesn't matter which way you walk', said the cat. '. . . so long as I get somewhere', Alice added as an explanation. 'Oh, you're sure to do that', said the cat. 'If you only walk long enough!'" (From Lewis Carroll's *Alice in Wonderland*)

Any program which lasts long enough will get somewhere. The question is, do you care how long it takes and where you are going? In this day of accountability, there are few of us who have the luxury of saying we don't care where we are going. In fact, more and more we must show our administration and the public where we are going, how we will get there and what we will accomplish when we arrive. Since the *way* we go depends on where we are going, one of the most important aspects of organizing a program is to set goals and measurable objectives. These goals and objectives then become the guidelines for the program and the means of measuring progress and success.

4.10.1 **Goals.** A GOAL IS A STATEMENT OF BROAD DIRECTION OR INTENT THAT IS GENERAL AND TIMELESS AND IS NOT CONCERNED WITH A PARTICULAR ACHIEVEMENT WITHIN A SPECIFIED TIME PERIOD.

Example: "To ensure equal access to postsecondary educational opportunities for all handicapped students."

4.10.2 **Objectives.** A DESIRED ACCOMPLISHMENT THAT CAN BE MEASURED WITHIN A GIVEN PERIOD OF TIME AND UNDER A SPECIFIABLE PERIOD OF TIME AND UNDER SPECIFIABLE CONDITIONS. THE ATTAINMENT OF AN OBJECTIVE ADVANCES THE SYSTEM TOWARD A CORRESPONDING GOAL.

Example: "By June 10, 1978, 75% of all identified barriers will be eliminated and/or corrected on campus."

4.10.3 Objectives are written to describe the results which are strived for through the performance of a particular activity or group of activities. Objectives are stated to specify:

a. *Who* is to perform the activity

b. *What* is to be done

c. *When* it will be accomplished

d. *Under what conditions* it will be accomplished

e. *How much* will be accomplished

f. *How* the completion of the objective will be *measured.*

If all activities of a program are guided by formal goals, objectives are in effect a restatement, clarification, quantification and further definition of the goal statements. By specifying a time frame, an objective becomes a check point in the progress toward a goal.

Depending on the immediate needs of a program, we may want to set short range and long range objectives. These will be determined by the priorities set and the times for accomplishment specified within the objective. A short range goal may be to make a specific building accessible to wheelchair bound students.

4.11 PRIORITIZATION.

Once we have established goals and objectives for the program, they may have to be prioritized (rank in order of importance) in some manner to make achievement feasible. This allows us to accomplish them in an organized and realistic manner. It also permits us to work on those objectives which are most important as determined by a systematic prioritization process. There are several methods of prioritization which may be employed.

4.11.1 **The Delphi System** This is a group approach to prioritization. The group is divided into two or more sub-groups. Each sub-group brainstorms the goals and objectives or needs of the program and writes down the results of the exercise. Each group then moves to the place where the next group's written results are and proceeds to rate those needs, objectives or goals in the following manner: A = very important, B = important, C = somewhat important, D = indifferent, E = controversial. The group then moves on to rate another group's list. The activities proceed in this manner until they return to the original list. Each rating is given a value, and the totals are added to provide a prioritization score. A = 3, B = 2, C = 1, D = 0, E = 1.

This method has the advantage of input from a large and varied group of participants. The resulting prioritization represents a concensus supported by a score. It involves those people who may be called upon to implement the objectives.

a. On a matrix, list the criteria (or those things) that will most influence your planning. (vertical axis)

b. On the same matrix, list the alternatives (or objectives) (horizontal axis)

c. Each criteria should be given a weight in terms of percent of importance in relation to other criteria. They should total 100%.

d. Rate each alternative (or objective) on a scale of 1-4 with 1 being poor and 4 being good. Then multiply this number by the percent of weight. The result is a number value in each area.

e. Add each column and the results provide a priority list.

f. Even after you have completed the process you must realize that this is only a tool to help you make a decision; it does not make the decision for you.

Example: Objective — To get to Reno by 8:30 A.M. on Tuesday.

ALTERNATIVES

CRITERIA	Weight %	Hitch Hike	Avis	Fly	Bus	Walk	Train	Etc.	Etc.	Etc.
Time	30%	*1* 30	*3* 90	*4* 120	*2* 60	*1* 30	*2* 60			
Cost	30%	*4* 120	*3* 90	*2* 60	*3* 90	*4* 120	*2* 60			
Prefer.	10%	*1* 10	*1* 10	*4* 40	*2* 20	*1* 10	*3* 30			
Schedule	20%	*1* 20	*3* 60	*3* 60	*3* 60	*1* 20	*3* 60			
Baggage	10%	*1* 10	*3* 30	*3* 30	*3* 30	*1* 10	*3* 30			
Totals:	100%	190	280	310	250	190	240			

RATING: BAD *1. . . 2. . . 3. . . 4* GOOD

4.11.3 **Card System Prioritization.** If you do not have access to group input that is necessary for the preceding methods of prioritization, you may want to list each goal and objective on a 3 x 5 card. These cards can then be laid out in front of you, and given the resources available, you pick up each card in the order that you feel the goal or objective can be accomplished. The cards may then be numbered, thus giving you a prioritization.

4.12 TIME LINES AND TIME TABLES.

Once you have organized your goals and objectives and determined the activities in which you must engage, those activities may be transferred to a time line which will help you organize the time sequence needed for achieving each activity. The time lines may be set up on a weekly, monthly or yearly basis, depending on needs. Included on a weekly time line may be the actions necessary to attain short range objectives while yearly time lines will serve as a reminder for deadlines from a variety of areas. One way to set up a time line is to make a list of all activities necessary to accomplish a successfully implemented program. This list should respond to program goals and objectives and all steps (in sequence) necessary to achieve those goals and objectives. It may include, for example:

4.12.1 Budget preparation.

4.12.2 Course proposals to the Curriculum Committee.

4.12.3 Entries into the new year's catalog.

4.12.4 Entries into the schedule of classes.

4.12.5 Dates for filing claim forms.

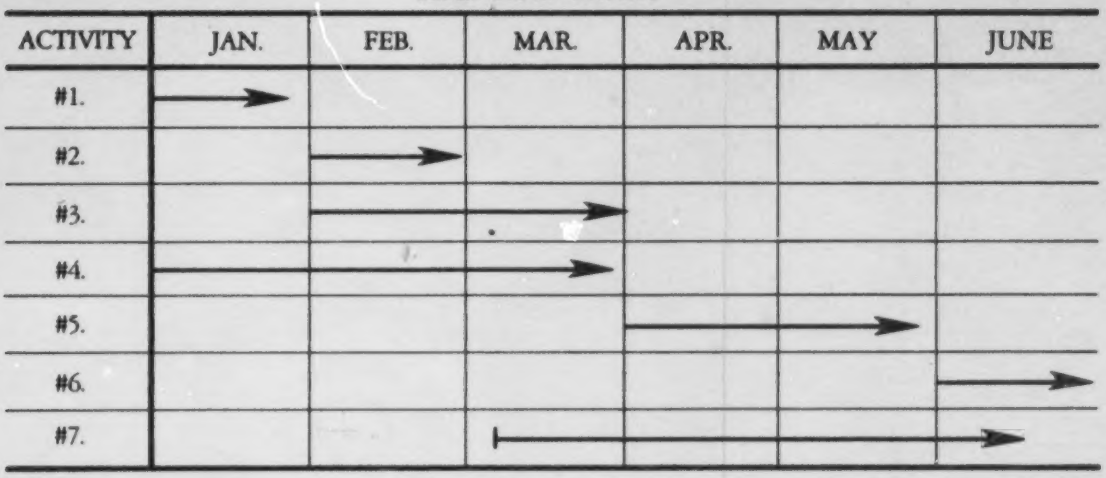
4.12.6 Pre-registration dates.

4.12.7 Workshops and conferences.

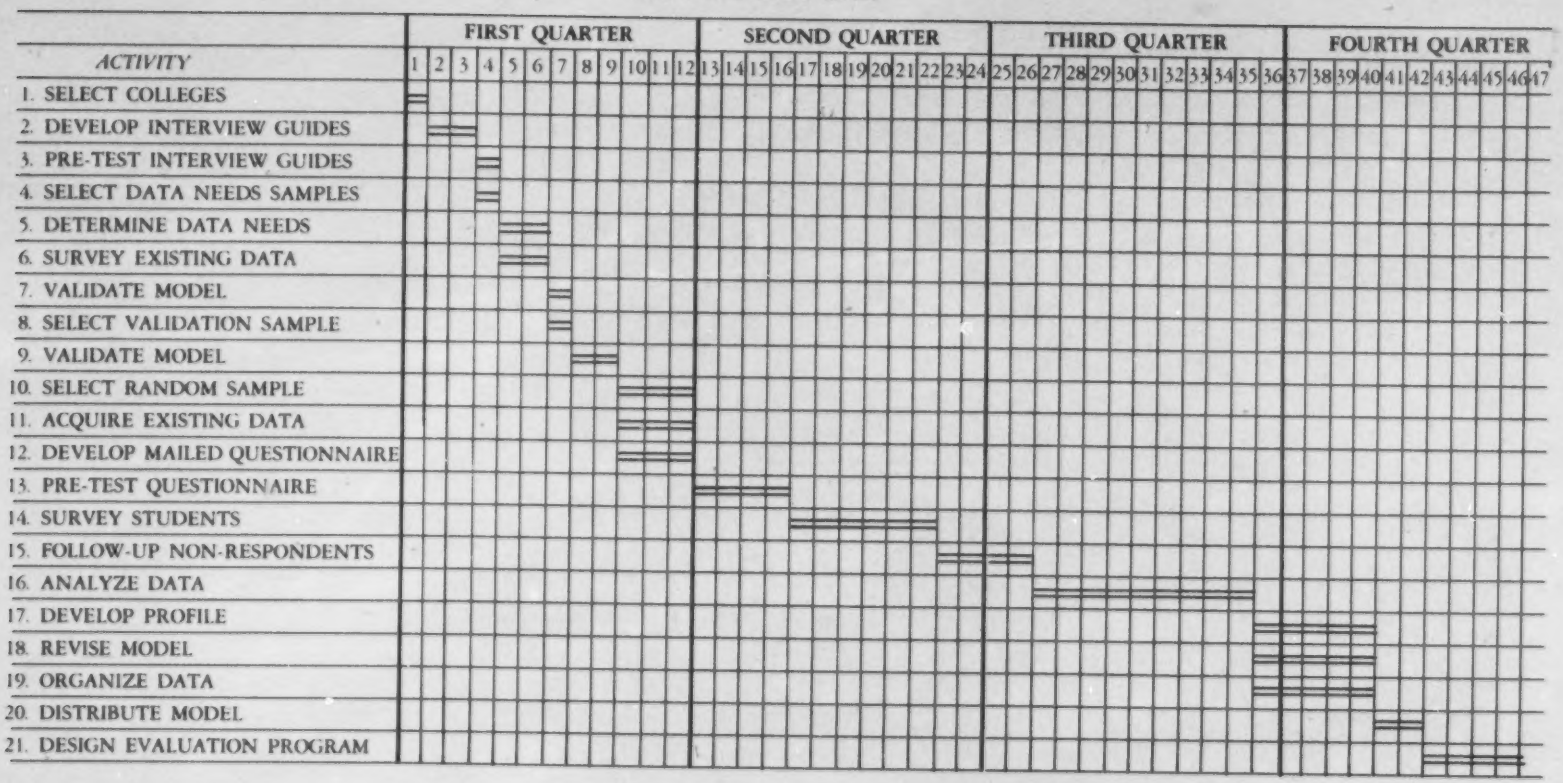
4.12.8 Year-end reports.

4.12.9 Hiring personnel. When all entries have been compiled they can be transferred to a yearly time line. Some items must be accomplished before others can be started, while some can take place simultaneously. A time line makes it possible to see how things are going and allows judgment regarding success. It is another way to judge progress in attaining goals and objectives as well as a tool to provide impetus to complete the tasks at hand.

TIME LINE CHART



ACTIVITY TIME LINES


FIRST QUARTER
SECOND QUARTER
THIRD QUARTER
FOURTH QUARTER
ACTIVITY
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47
1. SELECT COLLEGES
2. DEVELOP INTERVIEW GUIDES
3. PRE-TEST INTERVIEW GUIDES
4. SELECT DATA NEEDS SAMPLES
5. DETERMINE DATA NEEDS
6. SURVEY EXISTING DATA
7. VALIDATE MODEL
8. SELECT VALIDATION SAMPLE
9. VALIDATE MODEL
10. SELECT RANDOM SAMPLE
11. ACQUIRE EXISTING DATA
12. DEVELOP MAILED QUESTIONNAIRE
13. PRE-TEST QUESTIONNAIRE
14. SURVEY STUDENTS
15. FOLLOW-UP NON-RESPONDENTS
16. ANALYZE DATA
17. DEVELOP PROFILE
18. REVISE MODEL
19. ORGANIZE DATA
20. DISTRIBUTE MODEL
21. DESIGN EVALUATION PROGRAM

OBJECTIVE: The Enabler will submit a proposal for new plant facilities for Handicapped Services to the institute Dean for approval by the end of the second (2nd) semester.

Activity	1st Semester									2nd Semester									SS				Open	
Plant Design	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48
Needs Assessment	○																							
Present Problem		○																						
Assemble Team			○																					
Develop Model				○																				
Acquire Blueprints					○																			
Produce Design									○															
Distribute Design											○													
Make Recommendations													○											
Present Design For Approval															○									

*Courtesy of Billie Williams
Bakersfield College

4.13 MARSHALING RESOURCES.

After locating the various resources available and organizing them through the process of establishing goals and objectives, prioritization, organization and planning, marshall those resources in preparation for program implementation. In this area, more than any other, the overlap between planning and implementation is evident. As has been stated previously, some phases of marshaling must be completed before others can be undertaken, but many of the phases of program planning will be taking place concurrently with other phases of the overall program.

4.13.1 **Commitment of Personnel.** Obtaining a commitment from administrators, faculty and classified personnel is an important key to the success of the program. The time taken to interview or confer with these people will certainly be worthwhile if their committed support is gained.

When the first students show up the commitment of many resources must have already been obtained or time and energy backtracking and waiting for approvals before proceeding will be required.

Depending on program needs, commitments must be obtained from:

a. *Campus Security* — for parking permits.

b. *Dean of Instruction* — for special classes or relocating classes.

c. *Registrar* — for dealing with special problems and student programming.

e. *Maintenance* — for a variety of important things including wheelchair repair, room preparation, and building or room maintenance.

f. *Board of Trustees* — for budget approval, personnel approval, district policy, philosophical agreement and encouragement.

4.13.2 **Advisory Committee** Once human resources have been located both on and off campus, obtain a commitment from some of those resources to serve as members of the Advisory Committee. The Advisory Committee is important, not only because it is required, but because it gives the opportunity to receive input from a variety of sources, all of which have an interest. The Committee can do as much or as little as structured to do. Keeping an active and involved committee, however, provides necessary feedback on program progress.

There are many functions that an advisory committee can accomplish toward assisting with the program planning and implementation of objectives including:

a. Collecting data.

b. Conducting public relations.

c. Communicating with the Board of Trustees.

d. Recruiting new students.

e. Conducting needs assessment.

f. Evaluation. (programs and regulations)

g. Aiding in grant writing.

h. Influencing legislators.

i. Assisting in the writing of program objectives.

j. Locating resources.

k. Planning.

4.13.3 **Marshaling Physical Resources.** There are certain resources to acquire prior to the beginning of the year. Some colleges automatically provide new personnel with office space and furniture; others do not. There may be the need to set up an office, including ordering desks, chairs, typewriters, supplies, etc. Be prepared with price quotes and an inventory of those items which can be obtained from college inventory. Consider the many physical and logistical needs and be prepared with alternatives.

4.13.4 Special Classes. In planning to offer special classes for students, it is necessary to propose the course to the school Curriculum Committee through established procedures. Some special classes are presented in colleges for students with specific functional limitations. It is important to plan the classes early enough to meet the deadlines for approval and listing in the catalog, catalog supplement and schedule of classes. Check with the Dean of Instruction for those deadlines and for the proper procedures.

These special classes may require the teaching skills of specially qualified or specially credentialed instructors. It may be desirable to admit non-handicapped students into some of these classes. This could permit a great opportunity for the interaction across the artificial barriers between the "disabled" and the "able-bodied" populations. It may further serve to alleviate any fears or sterotype conceptions of the handicapped population.

4.13.5 Examples of special classes are:

a. Adaptive Physical Education

b. Survey of Physical Defects.

c. Psychological Aspects of Disability.

d. Homemaking for the Functionally Limited.

e. Independent Living Skills.

f. Job and Employment Opportunities.

g. Marriage and Family Relations.

h. Personal Assessment.

i. Speech Therapy.

4.13.6 Position Descriptions. It is generally necessary to establish a position description for each position, classified or credentialed. The description can be most helpful in the future for personnel evaluation. The job description should include:

a. The duties to be performed on the job.

b. Educational requirements.

c. Credential requirements.

d. Preferred experience.

e. Time period for the job (e.g., 10 month, 12 month, etc.)

Be sure to check on the requirement, policy and procedure to be followed prior to implementing a hire action or making any commitment.

IMPLEMENTATION STRATEGIES

SECTION V

5.0 INTRODUCTION

Earlier in this manual, we reviewed identification and planning. Now, we will review the means by which we put into action those activities necessary for the accomplishment of our objectives. This is the implementation phase, and it involves selecting from the various alternatives available to us those which will best accomplish our purposes. It involves the coordination of resources, the monitoring of activities and an on-going evaluation of in-process results. Evaluation will be covered in Section VIII. This section intends to present strategies for effective implementation.

5.1 ADVISORY COMMITTEE.

Advisory Committees are the very heart of the educational process. It is essential that those whom we intend to serve be systematically involved in sharing their desires, identifying their needs and establishing resultant educational goals. We believe that people will involve themselves when they feel their involvement will have real meaning. The advisory committee, when so involved, should prove to be a valuable resource.

Be cautioned that there is no established model upon which to develop a committee. Ultimately, committee configurations shall depend upon those to be served, their special needs, and identification of those persons who can best represent a specific population.

5.1.1 Authority

a. Check on district policy relative to the establishment of advisory committees.

b. Advise the appropriate administrator, and secure authority to proceed in the development of a proposal in conformance with district policy.

5.1.2 Membership

a. Identify consumer groups representative of the special needs to be served.

b. Identify agencies, public and private, in the community, with whom program articulation is needed.

c. Identify students (clients) who can best provide resource information to the committee as members.

d. Identify, specifically, those agencies from which referrals would be expected and to whom one would expect to refer.

5.1.3 Organization

a. Develop a specific plan for the advisory committee, to include:

1) Purpose.
2) Objectives.
3) Membership/size.
4) Operational guidelines.
5) Functions.
   a) Fact finding.
   b) Planning.
   c) Coordination and communications.
   d) Activation of resources.
   e) Evaluation.

5.1.4 Approval

1. Submit recommendations to the approval process.

5.1.5 Selection

1. Contact those persons identified as potential members.
2. Share the advisory committee plan with them.
3. Obtain their commitment or the commitment of alternative choices.

5.1.6 Implementation

a. Call for an organizational meeting.

b. Get publicity on campus and in the community.

c. Provide orientation to include:

1) Regulations.
2) Programs.
3) Plans.
4) Staff.
5) Facilities.

5.2 ORGANIZATION.

The delivery of programs and services to students requires a team effort. There is a need to identify team members and mobilize them into an effective delivery system. Two distinct types of activities are involved. There is a need to create an on-campus team to effect necessary articulation. There is also a need for an off-campus team to provide for necessary community articulations, including interagency coordination.

There is the opportunity and responsibility to influence the organization of the delivery system. The components of each system will be determined by each college. This section proposes the guidelines to assist in making such determinations.

5.2.1 Organizational Articulation. On the college campus, student needs for services and activities are identified and provided. The delivery system is based on capabilities of a normal student population to participate. Students with exceptional needs may be unable to participate unless the delivery system is modified to respond to their unique needs.

The person responsible for enabling the delivery of services and activities for "opening up the campus" must become aware of unique needs and recommend modifications. This is best accomplished through organizational articulation.

a. *An Organizational Model*

1) Establish an ad hoc committee to collaborate in identifying the services and activities available on campus.
2) Relevant to those services and activities, determine the unique needs of exceptional students which effect delivery capabilities.
3) Design a matrix (see illustration following) listing the needs on the vertical axis and services and activities on the horizontal axis.
4) The services and needs listed above are intended only as examples.
5) Where the need and the service or activity interest is (see example), enter the name of the significant person(s) responsible for delivery.
6) Then those persons who need to be part of the organization responsible for the delivery of services and activities will have been identified.

b. *Articulation*

1) Meet with each identified significant person individually. Reveal special needs and develop delivery means.
2) Develop a time line for implementation of delivery plans.
3) Submit a report to the administrator detailing the implementation plan.

Needs	A. Food Service	B. Medical	C. Student Activities	D. Library	E. Placement
1. Tray Assistance	X				
2. Special Medication		X			
3. Student Club			X		
4. Book Stacks				X	
5. Part-Time Work					X
6. Health Emergency		X			
7. Study Carrels				X	
8. Job Referral					X
9. Intramural Sports			X		
10. Busing Dishes	X				

c. *Delivery*

1) Implement each plan component on a controlled (pilot-test) basis.
2) Evaluate the results and modify as necessary.
3) Implement the total plan.

d. *Monitoring*

1) Design a method for periodically assessing the delivery process.
2) Maintain articulation activities with those significant persons involved.
3) Bring together periodically an ad hoc committee to update the assessment of needs.

5.2.3 Community Articulation. There is a vast community of interest in the needs of the handicapped. These interests represent both expertise and resources. Often their goals and objectives will be similar, and, in fact, there will exist a need for articulation.

An effort at organizing for articulation with this community of interest will benefit everyone involved. Where a mutual interest is discovered, and articulation affected, resource utilization can become much more effective and the delivery system greatly improved upon.

a. *Organizing for Action*

1) The Advisory Committee, being aware of services and programs, may be the best resource in planning for off-campus articulation. Some of them, in fact, will represent the very agencies with which contact is needed.
2) Identify the school districts, public and private agencies, which need to be included.
3) Develop an objective(s) to provide direction in planning for articulation.
4) Develop a statement regarding the benefits that can be realized through articulation.
5) Develop a list of proposed activities to meet articulation objectives.
6) Draft a plan for off-campus articulation for advisory committee input and adminstrative approval.

b. *Structure*

1) Establish a sub-committee to the advisory committee to be responsible for each component of the articulation plan.
   a) Sub-committee on school relations.
   b) Sub-committee on 'physically disabled' agency relations.
   c) Sub-committee on 'communication disabled' agency relations.
   d) Sub-committee on 'learning disabled' agency relations.

c. *Cooperative Agreements*

1) Substantial benefits will be realized for students as a result of agency cooperation.
2) Cooperative agreements may also be realized. These must be processed through the appropriate channels for approval.

5.3 SUPPORTIVE SERVICES.

Perhaps there was a time when a wheelchair-bound person could not make it up an incline to get into a classroom. Seeing the person's predicament, someone pushed, and the incline was negotiated. This may have been the beginning of supportive services. The class was there and open to the student, but only with assistance.

Our primary goal is that all students, regardless of exceptionalities, can benefit from regular college classes, programs and activities. A handicapped person is one who cannot so benefit without support services. The purpose of this section is to aid in the establishment of a support services program.

5.3.1 Philosophy. Students with exceptional needs should benefit from regular college programs. We know that for this to happen, someone must accept the responsibility to facilitate the process. One of the major responsibilities of the specialist on programs for the handicapped is to do just that. Perhaps for the majority of students no better service can be rendered.

a. *Identification*

1) Be aware of the support service needs of the students. This requires the identification of students with special needs. Refer to Identification (Section III) for identification techniques.
2) There is a need to advise students that these services are available. That is a major part of any identification process. (See Section III.)

b. *Planning*

1) Develop a plan for the delivery of support services. The needs assessment matrix recommended in this Section will be of value.
2) See Section IV (Planning).

c. *Evaluation*

1) Before any educational program is undertaken, the means of gathering data to permit an assessment should be established.
2) Develop an evaluation plan prior to implementation. Refer to Section VIII (Evaluation).
3) The evaluation plan should incorporate a feedback system providing for input from those students utilizing the services.

d. *Delivery System.* The following are some of the major aspects of delivery that should be considered.

1) *Coordination.* There should be a designated person or persons responsible.
2) *Resources.* There is a need to identify resource needs and to plan for their acquisition.
3) *Articulation.* It is important to involve in the planning stage, those people who will actually be a part of the delivery system.
   a. On-campus and Off-campus articulation planning will be helpful.
4) *Documentation.* Maintain records on support services provided. These records will be supportive in justifying both services being provided and resources required.

5) *Inservice training*. There may be a need for both orientation and training of those persons with delivery responsibilities, to include:

a) The nature of specific disabilities.

b) Support service needs.

c) Methods of support.

d) Record keeping requirements.

e) Emergency procedures.

f) Campus orientation.

g) The acquisition, use and care of support services equipment.

5.4 LABELING.

Persons closely aligned with society's standards for "NORMAL" have the best chance of achieving acceptance and integration. Providing the chance for students with functional limitations to maintain personal behaviors and characteristics which are as culturally normative as possible is imperative to their mainstreaming. We must avoid practices and methods that reinforce a person's viewing oneself as deviant. In exploring normalization principles and how they apply to college enabler programs, we must investigate the following two areas: (1) Identification and labeling of students; (2) systems by which we deliver services. The purpose of this section is to assist one to become sensitive to the problem of labeling, and to gain support in implementing the delivery of services without the stigma of labels.

5.4.1 Legal Reference. California Master Plan for Special Education, Chapter 3.

"For legal purposes, pupils with special education needs should be designated as individuals with exceptional needs."

5.4.2 Philosophy. The definition used in the California Master Plan starts with the word "individuals." Our interest is in serving people, not handicaps. A student is first a person, and therein lies the the strength. If we focus only on the handicap, we are focusing on weakness. Many people resent being called handicapped and most resent labeling.

5.4.3 Guidelines. Labeling is a dehumanizing process and should be kept to a minimum. Traditionally, special education has used disability category labels to identify students. These labels serve no real purpose. Our role is to help students overcome their limitations, build upon strengths and to function on a competitive level. To do this, we need to know about function and ability, and in what ways it has been effected. Labels that tell us this are useful. The inability to read a textbook can be "cured" by a reader, a taped textbook and sometimes a mechanical page turner. "Visually impaired", "learning disabled", and "orthopedically handicapped", are labels that traditionally would be used for someone who is unable to read a textbook. Disability category labels, such as these, are useless in serving the student. They only serve to tell us we need to find out if the students can read a textbook. The more specific functional labels are useful in serving the students. If a label like BLIND is assigned, immediately a student is burdened with stigmatizing stereotypes. Society does not know how his/her functioning is effected so they "assume". The student, also, is presented with a set of "pat" answers to his/her capabilities. Exploration is not necessary. Functional labels, also, may be uncomfortable, but they are labeling real functional limitations that must be dealt with for the student to compete.

5.4.4 Service Delivery Systems. Society perceives that if individuals must be provided special services then obviously they are different. We are going to provide services so we have to design delivery systems. It is important that while developing systems we keep in mind that accepting services makes students more readily identifiable as "Handicapped". We often design systems that reinforce in students and society that the handicapped need to be 'taken care of'. It often is much more convenient to design systems that 'do it to students' rather than allowing the student maximum control. We may furnish transportation in special busses marked 'Handicapped', provide parking in spaces marked 'Handicapped' and serve from offices marked 'Handicapped'. These labels again are not functional labels. It would serve a purpose to label service components by the service rendered rather than who is served. It is less stigmatizing to be identified as in need of mobility assistance than as handicapped.

Secondly, it serves to let the students know what services are available. If delivery systems are to let students take responsibility for their needs rather than 'doing it to the students', then students need to be knowledgeable about existing services.

5.4.5 Ability Counts. The lives of students coping with limitations traditionally are centered around those limitations. Their energy is invested in coping with the limitations, treating the limitations and the feelings surrounding them are all the students relate to about themselves. It is imperative we center our approaches to students around ABILITIES. We must investigate abilities and interests. For students to excel in abilities, they must be able to identify them and focus energy on them. It is important that our delivery systems be sensitive to the student's involvement in activities other than those to overcome limitations.

5.5 ASSESSMENT OF FUNCTIONING REQUIREMENTS.

Successful functioning in a college demands and/or anticipates certain kinds of abilities. For us to best meet the needs of students it is imperative that we are aware not only of the way student's functioning is affected but, also, of all functioning requirements that are imposed by the institution. This knowledge is a critical aspect of implementation.

5.5.1 Community. For the student to function in the community college he/she has first to cope with the surrounding community. Using public transportation requires certain functioning. How much speed is required to be able to get on and off? How much speech is required? Is transportation adaptable to a person using a wheelchair?

5.5.2 Architecture/Terrain. The way a campus is designed imposes numerous functioning requirements. Buildings set far apart require the ability to negotiate distances. Steps require the ability to climb. Doors require strength to push or pull a certain number of pounds. Explore the campus thoroughly. Ask students for their help in investigating functioning requirements. They will be aware of functioning required by steep slopes, heavy or narrow doors, steps, poorly located ramps, hard to negotiate thresholds as well as many other obstacles.

5.5.3 School Regulations. Each community college has regulations and operating procedures; complying with these, demands certain functioning levels. Examples would be regulations requiring students to participate in walk-in registration; designing a maximum number of class absences allowed; and setting drop deadlines. The majority of such regulations are listed in the school catalog. Students are a good source of information about the most troublesome regulations.

5.5.4 Curriculum/Classroom. Performing in classes requires coping with two types of functioning; that imposed by the classroom (e.g., height of counters, type of chairs) and that imposed by curriculum (e.g., remembering five numbers in sequence, copying notes from the blackboard). Student's needs can best be met by developing tools such as check lists for thoroughly assessing the functioning requirements of commonly taken classes. Information could be most thoroughly collected by observing a class.

5.5.5 Recommendations. Currently we become aware of functional requirements as students encounter them and fall behind or drop out. By becoming more aware of the campus in functional terms and developing better ways of analyzing functioning requirements before they become a problem, we will be better able to implement programs to assist students.

We will not be aware of all problems in advance. We must remain responsive to individuals and problems as they develop. But if we are aware of functioning in detail, we will be better ready to develop various solutions to the seen and unforeseen problems as they arise. A thorough investigation through task analysis and other systems, that may have application to our need to know about specific functioning is proposed. We need to develop systems and expertise that are geared to give us a detailed understanding of the functioning required of students.

5.6 INSERVICE TRAINING

Wherever change is in process inservice training is potentially an important component. It provides for change to happen more quickly and comfortably with better quality.

The providing of special services for students on campus is changing the type of students teachers are serving. A combination of technology, medical advancement, and social acceptance constantly expands our ability to serve students. Schools are meaningfully serving more and more students that were previously excluded.

We need you to consider inservice as a valuable tool to implementation. This section deals with describing those who might benefit most by inservice, as well as suggesting inservice delivery techniques.

56054. INSERVICE TRAINING. Each college shall develop a plan for relevant and effective inservice training for all college personnel involved in meeting the special needs of students.

5.6.1 Philosophy. There is a natural tendency for people to resist change. If an impending change is difficult to understand—too complex—they shy away from it. Where they can value the change as an improvement, it is easier to accept. A major point to acceptance is clarity. Inservice is a way of achieving clarity and dealing with a fear of the unknown.

5.6.2 Administrators. Administrators will want to know of needs of the district's students and possible solutions, as well as legal and financial constraints. Presentations to administrators may be on a one-to-one basis or in meetings such as administrative meetings or board meetings. (Be prepared to answer questions. Wrong answers can set progress back.)

5.6.3 Faculty. Enabler programs are presenting faculty with students that were previously excluded from their classes. Faculty feel some students could be handled better with special training (or by someone else). It is important that faculty feel supported, know about services and where to get questions answered. Much of the inservice for this group will be done on a one-to-one basis while helping them solve student problems. Students working directly to help instructors understand their situation will be the most effective change agents.

5.6.4 Staff/Paraprofessionals. Meeting the needs of students with limitations means using various combinations of student aides, paraprofessionals and professionals. Both one-to-one and group discussion of problems, solutions and ethics will be helpful in the presentation of quality services.

5.6.5 Classified Staff. Community Services staff, job developers, Campus Security, as well as many other classified staff are critical resources for students. Sensitivity of classified staff to problems and awareness of solutions is imperative. It is appropriate to include them in plans for group inservice sessions as well as providing information on an as-needed basis.

5.6.6 Community. The success of students with limitations is often dependent on the cooperation of several community agencies. It is important that agencies such as the Department of Rehabilitation, local rehabilitation hospitals, transit systems, Adult Education, and high school counselors, have a good understanding of what the enabler program and the college can do. Agencies may welcome a presentation at a weekly staff meeting. Written handouts are also helpful.

5.6.7 Organization. An agenda can be a helpful tool in making an organized presentation. This is an agenda for a 15-minute presentation to an administrative meeting on the need for mobility assistance.

AGENDA

SUBJECT: NEED FOR MOBILITY ASSISTANCE SERVICES

I. Who needs the services?
   A. Students with what kinds of limitations?
   B. Number of students?
II. Kinds of services needed?

III. Costs Involved.

A. Amount?

B. Who pays?

IV. Legal Considerations.

A. Liabilities

B. Coverage

V. Questions?

5.6.8 Delivery.

a. The maximum integration of students with functional limitations into our educational setting is dependent on the commitment, expertise and cooperation of all of the groups of people listed. Some inservice training is likely to be presented in planned groups. Carefully developed, this is a very effective way to present information and facilitate sensitivity and cooperation.

For an inservice training session to be successful there are three primary considerations:

1) The session must be designed to fit a specific need.
2) The cooperation of teachers, administrators, aides, and agencies is critical.
3) The design needs to provide for extended learning opportunities.

b. In order to determine whether a presentation will fit the needs of a specific group consider their interests, education, level of involvement, responsibilities, and future goals.

Some specific considerations are:

1) Begin by ascertaining needs and establishing priorities.
2) Whenever possible have trainees provide suggestions to assist in the program planning.
3) Identify a single need for each session and fill it. (Save information meeting other needs for another session.)
4) Use behavioral objectives to accomplish goals.
5) Provide adequate backup for carrying out new ideas or skills that have been learned. (Be available as a resource. Provide written suggestions. Involve administrators. Video tape vital demonstrations so that they may be used over again by participants.)
6) Make the presentation interesting. Provide for changes in tempo and a variety of learning styles.
7) Evaluate each session.
8) Evaluate results of training as exhibited by subsequent actions of participants. (Has behavioral change really occured?)
9) Utilize evaluation information in preparing future training sessions; (if possible, videotape sessions and rerun).
10) Bring in knowledgeable speakers with practical experience. (Don't be fooled by fancy titles. They don't guarantee a speaker who has superior skills, or knowledge, or one who can relate to the need or to the audience.)

c. Cooperation between enabler, program faculty, and administrator acts not only to insure the successful presentation of a training package, but also, for carryover of information into the programs for which the training was designed. Those who attend sessions will develop new ideas and methods which often require change. Therefore, all those who are in a position to effect that change should be aware and involved.

d. By virtue of their leadership roles, administrators must be considered key personnel in instituting change. Supervisors, coordinators, and facilitators are the most valuable resources for evaluation feedback as to the viability and contributions of inservice training on an overall program basis, while the trainees provide personal evaluation of needs and effectiveness from their one-to-one involvements and perspectives.

e. A program which provides for continuous and extended training is of the most value. Factors which are indicative of the need for on-going training are:

1) *Obsolete Information.* Students populations and ways of approaching problems are constantly changing. If teachers are to be kept abreast with the current growth, the education and training process must be constantly recycled.

2) *Ineffective Training.* Ideally, all inservice programs are effective; realistically, sessions sometimes fail. If one session has not fulfilled the perceived need, then a new approach and a second attempt to impart the necessary knowledge and/or skill must be undertaken (after a thorough evaluation as to why it failed the first time).

3) *Continual Turnover of Personnel.* In today's society, people do not always remain in the same job placement. The use of large numbers of student aides to provide support services means everchanging staff. Continual training is vital to maintain quality services and efficiency levels.

5.7 COMMUNICATIONS.

Previously, we read that we "don't do it to people." We do things *with* people. When we do things with people, they are permitted to participate in the process. When we do things with people, we plan to implement a bilateral process of communications.

5.7.1 Campus Advisement.

a. There is a need to identify those programs and services which the campus community should be advised of.

b. There is a need to investigate the alternatives available for effecting such advisement.

c. There is a need to coordinate this effort with existing communication mechanisms.

d. There is a need to develop a method by which one can get input from the campus community regarding their "need to know".

5.7.2 Student Advisement.

a. Students participate in special classes, programs and services because they elect to do so. Therefore, any plan developed regarding that student's educational program, needs to be shared with that student.

b. This involves the use of a communications system that effects an understanding of and an agreement with the educational program designed.

5.7.3 Alternatives. The alternative means available to establishing good common communications are covered in detail in Section II, Identification.

5.8 IMPLEMENTATION METHODOLOGY.

Following our planning activities comes the implementation process. The following activities are important considerations in effective implementation.

5.8.1 Develop Strategies. Consider the alternatives available, the resources required; the resources available, key personnel; time lines; district policy and regulations; and, communication needs.

5.8.2 Coordination. Communicate the implementation process to key personnel; establish time lines; mobilize resources; obtain approvals and authority; advise potential participants; train staff; establish evaluation guidelines.

5.8.3 Monitor. Once implementation is effected, monitoring is a responsibility. Is the process going as designed; are all components operative; is evaluation data being collected; are time lines being met; are communication systems working; are resource expenditures in line; and are needs being met?

5.8.4 Evaluation. Evaluation is an on-going process, not a yearly activity. We constantly collect and analyze data to see if we are accomplishing what we set out to do, to see if changes are needed, or if objectives are realistic.

BUDGET

SECTION VI

6.0 INTRODUCTION

The colleges must prepare and submit, by May 1st of each year, a college comprehensive plan. One required plan component is the budget summary. This section on budget is intended to help facilitate this process. It will include information on budget development, accounting for other funding sources and the concept of preliminary and final budgeting. The approval process will be covered, along with budget parameters and eligibility for direct excess cost reimbursement.

*56026. **DIRECT EXCESS COSTS.** Direct excess costs are categorical expenditures by Community College districts as defined in subsections (a) through (f) below, which are expenses incurred as a result of meeting exceptional needs of students.*

*(a) **Special facilities costs** are expenditures for space, equipment or furniture acquired or modified by the district and used by the student.*

*(b) **Special educational material costs** are expenditures for material specifically developed or purchased to assist the student in the learning process.*

*(c) **Educational assistance costs** are expenditures for specific persons employed and support resources used to assist students.*

*(d) **Mobility assistance costs** are expenditures for persons or equipment provided to assist handicapped students to move about the educational setting.*

*(e) **Transportation costs** are expenditures for persons or equipment modifications or related costs for transporting students for education purposes.*

*(f) **Program developmental services costs** are expenditures for college, regional and statewide activities for staff and program development which are approved by the Chancellor's Office and designed to implement the provisions of this chapter.*

6.1 APPORTIONMENT

The regulations provide for an apportionment to assist the colleges to recover their excess costs incurred for services to the handicapped. Those expenditures must have been made in support of students with exceptional needs in one or more of the categories listed in (a) through (f) above. The expenses incurred may be for supportive services and programs required to permit students to participate in regular college classes, activities and programs. They may also have been incurred for approved special classes and programs.

*56032. **SPECIAL CLASSES OR PROGRAMS.** Special Classes or Programs means prescribed special instruction for students with specific educational needs. Such classes and programs may also be designed:*

(a) for severely disabled students who cannot initially attend regular classes.

(b) to provide preparatory or supportive instruction to enable students to participate in activities provided for the general college population.

6.2 CALCULATIONS OF COSTS.

You may calculate costs for the categories listed in 56026 for the following expenditure items:

1000. Certificated personnel (contract and hourly)

2000. Classified personnel (contract and hourly)

3000. Employee benefits

4000. Books, supplies, and equipment replacement

5000. Other operating expenses

6000. Capital outlay

6.3 DEFINITION OF EXPENDITURE ITEMS.

1000. All persons employed in positions requiring state licensing or valid credentials in order to hold that position. (*Examples:* Administrator, Counselor, Instructor, Psychologist and Nurse.)

2000. All persons employed in positions that do *not* require licensing or credentials in order to hold that position. (*Examples:* Secretary, clerk, tutor, aides, readers and notetakers.)

3000. Payroll costs to cover the cost of employee benefits. (*Examples:* Workman's Compensation, Retirement, Insurance and Social Security.)

4000. The software necessary for the office, for instructional backup for instructors or direct instructional assistance for the student. (*Examples:* Office supply, tapes, film, test materials, page turners, mouth sticks, brailled materials, and equipment replacement.)

5000. Additional necessary and reasonable costs of operation. (*Examples:* Consultants, travel, rental contracted services, repair, printing and utilities.)

6000. Necessary and reasonable costs for the purchase of non-expendable items such as equipment, equipment modification and barrier removal. (*Examples:* Visualtek, tape recorders, braillers, special typewriters, office equipment, battery chargers and barrier removal.)

These expenditure codes (1000-6000) are part of the uniform accounting procedure used in education. See the business manager for extracting definitions and advice. Be sure to include inflation factors in budgeting, particularly in salaries and benefits.

6.4 BUDGET FORMAT

The categorical funding areas [56026 (a)—(f)] and expenditure object codes are found on the forms provided by the Chancellor's Office. See samples of these forms provided at the end of this section. Note the matrix arrangement with the categorical funding areas listed on the left (vertical axis) and the expenditure object codes across the top (horizontal axis).

Generally it is best to calculate costs by expenditure object code. Compute certificated salaries (1000). Enter these costs on the matrix following the categorical funding item which will reflect the reason why costs will be incurred. Do this for each object code. Then enter the totals in the total expenditures column.

Indirect costs will not be entered on the budget matrix. For example, if excess costs are forecast for a special class, determine what expenditure item(s) will make the cost an excess of class income (Section 6.5). Perhaps an aide is being used in the class. The indirect cost amount would be included in the cost of the aide. The amount would be entered under object Code 2000 (Classified salary). If it is an instructional aide, the amount would be entered on the "special education assistance" line in the 2000 column.

If there is an excess cost because of leasing special classroom facilities, the excess costs due to the lease cost, including indirect costs, would be entered under 5000 (other operating expense) and on the special facilities line.

6.5 MAXIMUM COSTS ALLOWABLE.

There is a maximum amount of apportionment that can be claimed by each college. Claim only direct excess costs and an amount not to exceed the allowable maximums.

56010. REGULAR AVERAGE DAILY ATTENDANCE (ADA) FUNDS. *Student services and programs shall not be entitled to funds in excess of those needed to deliver such services and programs. The state allocation provided by law for direct excess costs is intended to only provide the districts reimbursement for such costs up to $785.00 for each student served, with the exception of those students identified as "severely disabled" as defined by Section 56018 of this chapter.*

Direct excess cost funds for special classes or programs shall be approved only after regular average daily attendance (ADA) generated in these special classes has been completely utilized.

The average daily attendance (ADA) generated by students in a special class or program must be expended for that class or program to help pay for the direct costs incurred for lowered instructor-student ratios or other support services.

6.5.1 Note that the maximum amount claimed cannot exceed the number of students served times $785.00 annually. *Care must be taken to avoid any duplicated counts.* Students may participate in different program areas (i.e., credit and non-credit) or be receiving supportive services and *also* be in a special class. Each student can only be counted once. There is an exception to the $785.00 (Section 6.6).

6.5.2 Note also that all income (i.e., total ADA) generated by a special class or program must be accounted for before excess costs are claimed. If a class costs $15,400 and is generating an income of $15,200, there is only an excess cost of $200.00 and only that amount may be claimed. Enter the $200.00 using the expenditure object code which obviously accounts for the excess costs and on the appropriate categorical fund line.

6.6 LIMIT EXCEPTION.
Section 56082 (c) of the regulations denote an exception to the $785.00 limit per student served. This provides for up to $1,570.00 per student served for severely disabled students.

6.7 PROGRAM DEVELOPMENTAL SERVICES. [See Section 56008 (c)]
Earlier it was discussed that 5% was the amount established this year to be used for program development services. This amount will be established each year and the colleges advised. If a college does not expect to use the full percentage allowable, it is important that a state specialist be notified. This will release funds for use by those colleges with a greater need for funds to support workshops, research, special project and the like. *It is important to give this advisement for any budgeted funding which will go unused at the earliest possible date.*

56084. OTHER SUPPORT FUNDS. Districts applying for direct excess cost funds must certify on a form supplied by the Chancellor that reasonable efforts have been made to secure federal or local funds other than short-term grants for handicapped programs.

6.8 LOCAL INCOME.
The resources (Special Apportionment) made available by these regulations are limited. Therefore, it is imperative that we identify other resources available to support local program needs. Colleges must certify that this is being done. The excess cost reporting forms (see examples) have an item listed, labeled as 'Local Funds'. Enter the total of such other funds made available as that item. The local income item *is not* there to indicate ADA (Average Daily Attendance). ADA is used to calculate special classes and programs excess costs only.

6.9 FEDERAL FUNDS.
The form also has an item entitled 'Federal Funds'. Here enter any funds from federal sources which, like local funds, have the effect of reducing your gross total of excess costs. The most common federal fund applicable is the Vocation Education Act (VEA) Part B Entitlement Fund, designated for use in the support of handicapped students. See a Vocational Education Administrator regarding these funds.

6.10 BUDGET TIME LINES.

6.10.1 Colleges are required to submit their first budget as part of their comprehensive plan by May 1st each year. This is a preliminary budget. It advises the Chancellor's Office of your budget forecast, or intent. They analyze this data along with the total amount available statewide.

6.10.2 Subsequent to the colleges May 1st input, the colleges will be advised in a timely manner by the Chancellor's Office as to the total of funds available to support programs for the handicapped.

6.10.3 The college's final budget for direct excess costs is due in the Chancellor's Office by October 15th each year. The enrollment census (see Section VII Reports) is also due at this time. Based upon this October input, final decisions regarding the apportionment of funds will be made and colleges advised.

6.11 BUDGET IMPLEMENTATION.

Each district, having received advisement regarding apportionment available, must make individual decisions on budget implementation. If less than 100% of budgeted direct excess costs are going to be reimbursed, the district must consider such options as:

6.11.1 Reduced budget to lessen district costs.

6.11.2 The extent of district commitment of resources to cover non-reimbursable costs.

6.11.3 Methods of deferring non-reimbursable costs.

6.11.4 Other funding sources.

6.11.5 Alternate methods of meeting program objectives.

6.11.6 New program objectives.

It is conceivable that the state might set expenditure limits by funding categories. PDS is limited to 5% for 1977-78. The colleges may be advised, (for example only) that transportation expense will be limited to 7%. The same decisions as were made above, will have to be made following this kind of advisement.

6.12 BUDGET REVISIONS.

If a college finds it necessary to increase their budget, they must get prior approval. Colleges that realize they will not use the whole of their budget should advise the Chancellor's Office at once. These funds, if released, might greatly benefit another college. Remember that funds that go unused under this chapter for a given year, revert to the general fund *and are lost* for our purposes in serving the handicapped.

6.13 FILING BUDGETS.

Time lines for budget filing are reviewed in Section VII, Reports.

6.14 PLANNING THE BUDGET.

Budgeting is the process of estimating proposed expenditures for planned activities within a given time period and proposing the means of financing those activities. It is the activity that exacts the share of resources from the district, the state, and other sources, to permit the delivery of programs, classes, services and activities to students with handicaps. It is a logical part of the planning process. The following steps will be of assistance in direct excess cost budget development.

6.14.1 **Analyze Plan.** Do an analysis of each component of your plan, such as supportive services, programs and special classes. A separate budget for each plan component is needed.

6.14.2 **Identify Resource Requirements.** For each plan component, make two lists.

a. A list of those resources for which no expenditures will be required. This may include facilities and equipment, or resources being made available from another source. (i.e., volunteered, loaned or donated equipment, etc.) This list will be needed later to coordinate these resources but will not be used further in budgeting.

6.14.3 **Cost Determination.** Secure cost information on all expenditure items. Check with personnel on salaries and with payroll or accounting on payroll costs (benefits). Make sure to provide these resource personnel with your time lines so they can include any inflationary factors. Purchasing can supply cost figures on all items to be purchased or leased. Facilities can supply costs for construction activities. Most items can be costed out by these district personnel.

6.14.4 **Total Expenditures.** Total up your costs for each object code item, for each plan component. These totals are then combined, by object codes, for the budget, with one exception (See 6.14.5).

6.14.5 Special Classes and Programs. (See Section 65010)

Having computed the total costs for each special class, one more calculation is necessary on each class before incorporating these costs in the direct excess cost budget.

Account for all anticipated income to be generated by average daily attendance (ADA). The business manager can be of assistance in computing ADA incomes as it will vary by district. First forecast (it should be in the plan) the number of students intended to be served in that class, and the average hours daily attendance anticipated. Remember to allow for absences.* Based upon the attendance forecast, you will be advised on how to calculate ADA income.

*Some classes receive ADA on a positive attendance basis, and absences will have a high impact on income. Check on this with your business manager (i.e., Adult Education).

6.14.6 Draft Budget. If one is responsible for less than the total program budget, submit budget data for each component to the District Coordinator (or other appropriate administrator). The total of the components are incorporated into one district budget for direct excess costs. The budget then goes into the proper channels for approvals prior to being submitted to the state.

6.15 CLAIMS.

Claims for reimbursement may be made only for those direct excess costs actually expended or encumbered (district has legal obligation to pay) by the district. Before the final (annual) direct excess costs claim is made, *actual costs* must be computed.

When we budget for special classes and programs we do so based upon a *forecast* of expenditures and income. When claiming final reimbursement, we will do so based only upon *actual* costs and income. (See Sections VII, Reports, for claim time lines.)

6.16 AUDIT TRAIL.

It is important that you have documentation to back-up all claims. Ask your business manager about audit trails and get help in establishing procedures for documentation.

6.17 FINANCIAL REFERENCES.

6.17.1 State Allocation. Total state allocation for Direct Excess Cost activities is given in ECS 170303.6 (b):

Twelve dollars and nineteen cents ($12.19) multiplied by the average daily attendance during the preceding school year credited for purposes of state apportionments to all community colleges districts for the purpose of Article 12 (commencing with Section 18151) of this chapter.

6.17.2 District Apportionment. Disbursement of the gross state amount available as provided in the above formula is described in ECS 18151 (a), 18151 (e) and 25506.5:

18151 (a). The Chancellor of the California Community Colleges shall apportion to each Community College District for the facilities, special educational material, educational assistance, mobility assistance, transportation, and program developmental services for handicapped students enrolled at a Community College as defined in Section 25506.5. For those who have demonstrated a need for such services, an amount not exceeding seven hundred eighty-five dollars ($785) in each fiscal year will be allocated for each such handicapped student.

(e) Notwithstanding subdivision (a), the Chancellor may, upon recommendation of the Director of Rehabilitation, allocate amounts up to twice the amount authorized in subdivision (c) of Section 25506.5; provided, however, that any allocations made pursuant to this subdivision (e) shall not result in an increase in the total amount of funds allocated pursuant to this section. Allocations in excess of seven hundred eighty-five dollars ($785) per student shall be provided only to programs identified by the Chancellor and the Director of Rehabilitation in accordance with rules and regulations adopted pursuant to subdivision (b).

25506.5 (b) As used in this section, "Handicapped Students" are persons enrolled at a community college who cannot benefit from the regular educational program provided by the Community College at which such students are enrolled, without special services and programs, because of a physical, communication, or learning disability as defined by the Director of Rehabilitation in cooperation with the Chancellor of the California Community Colleges, following public hearings. Such a disability shall be defined in a manner consistent with the definitions given in this subdivision.

College: _____ Submitted For: 1. May 19___ (Projection)
2. Oct. 19___ (Actual Census Count)
3. Feb. 19___ (Enrollment and Budget Update)

COLLEGE ANNUAL ENROLLMENT AND FUNDING SURVEY
HANDICAPPED STUDENTS
(Advisement Survey Pursuant to California Administrative Code, Title 5, Section 56062)

I. UNDUPLICATED HEAD COUNT OF ENROLLED DISABLED STUDENTS RECEIVING SERVICES

A. Total Eligible Students Receiving Services _____

B. Total Eligible Severly Disabled Students (Not included in "A" above: Prior approval required from Department of Rehabilitation.) _____

II. PROJECTED EXCESS DISTRICT COSTS FOR FISCAL YEAR 19 -19
(Do Not Include Expenditures Met By ADA Funds)

	EXPENDITURE OBJECT CODES - Budget and Accounting Manual						TOTAL EXPENDITURES
	1000 *	2000 *	3000 *	4000 *	5000 *	6000 *	
SPECIAL FACILITIES							
SPECIAL EDUCATIONAL MATERIAL							
SPECIAL EDUCATIONAL ASSISTANCE							
MOBILITY ASSISTANCE							
TRANSPORTATION							
PROGRAM DEVELOPMENTAL SERVICES							
						TOTAL EXCESS DIRECT COSTS	$

III. OTHER FUNDS RECEIVED

A. Local Gifts & Grants (Not ADA) $_____

B. VEA Funds (Only if VEA Expenditures Included Above) $_____

C. Total Other Funds $_____

D. Total Excess Direct Costs Less VEA Funds $_____

_____ _____
(Prepared By) (Date)

_____ ( ) _____
(Title) (Telephone Number)

*1000 - Certificated Salaries
*2000 - Classified Salaries
*3000 - Staff Benefits
*4000 - Books, Supplies and Equipment Replacement
*5000 - Contracted Services and Other Expenses
*6000 - Capital Outlay

FORM CCC-SS-1 (Revised 10/77)

College _____

Submitted For: 1. May 19___
2. Oct. 19___
3. Feb. 19___

	Unduplicated Head Count Identified By Disability Column 1	No. Students In Col. 1 Who Are Clients of the Dept. of Rehab. Column 2	No. Students In Col. 1 Who Are Enrolled In Voc. Ed. Courses Column 3
I. Physical Disability			
A. Vision Deficit			
B. Mobility/Orthopedic Deficit			
C. Other Health Deficits			
II. Communication Disability			
A. Hearing Deficit			
B. Speech Deficit			
III. Learning Disability *			
A. Neurological Deficit			
B. Biochemical Deficit			
C. Developmental Deficit			
TOTAL			

* _____
Signature of staff qualified to identify and develop prescriptive educational plan for Learning Disability students

_____
Official title

( )_____
Telephone number

Please Estimate Number of Students Utilizing Each Category (Duplicated Count Allowable)	Categorical Funding Areas
	Special Facilities
	Special Educational Material
	Special Educational Assistance
	Mobility Assistance
	Transportation

Please return this form to:

Academic Affairs Unit
California Community Colleges
1238 S Street
Sacramento, CA 95814
(916) 445-1163

CALIFORNIA COMMUNITY COLLEGES
HANDICAPPED STUDENTS
DIRECT EXCESS COST REIMBURSEMENT

I. UNDUPLICATED HEAD COUNT OF ENROLLED HANDICAPPED STUDENTS RECEIVING SERVICES

A. Eligible Handicapped Students _____

B. Eligible Severely Disabled Students (Not included in Item A above. Prior program approval required.) _____

II. EXCESS DISTRICT COSTS (ROUND TO NEAREST DOLLAR)

	EXPENDITURE OBJECT CODES						TOTAL EXPENDITURES
	1000	2000	3000	4000	5000	6000	
SPECIAL FACILITIES							
SPECIAL EDUCATIONAL MATERIAL							
SPECIAL EDUCATIONAL ASSISTANCE							
MOBILITY ASSISTANCE							
TRANSPORTATION							
PROGRAM DEVELOPMENTAL SERVICES							
						TOTAL EXCESS DIRECT COSTS	$

III. OTHER FUNDS RECEIVED (ROUND TO NEAREST DOLLAR)

A. Local Funds $_____

B. Federal Funds $_____

TOTAL $_____

I, the District Superintendent, hereby certify that the information provided on this form is in accordance with Education Code Section 84850 and California Administrative Code, Title 5. Prior approval has been received from the Chancellor's Office, Academic Affairs Section, for services and programs for students reported in Section I.B, and a copy of the approval is attached. All federal and local funds available for programs for handicapped students are being utilized and are reported in Section III.

APPROVED: _____
District Superintendent

DATE _____

FOR SUPPLEMENTAL INFORMATION CONTACT:

District Employee _____

Phone _____

Period: 1st/2nd/Annual 19__-__

_____ District

_____ County

Code No. [redacted]

CCAF-326 (Rev. 9/77, rm)

INSTRUCTIONS

1- Each district incurring direct excess costs due to programs and services for handicapped students shall submit an original and one copy of this form to the Chancellor's Office, Fiscal Services Section, on or before the following dates:

First Period - January 15
Second Period - April 30
Annual Report - July 15

Individual college reports are not required. Submit a district composite only. Forward an informational copy to the appropriate county superintendent of schools.

2- Enrollment data shall be reported as an unduplicated head count of enrolled handicapped students receiving services. A student enrolled during one or more terms shall be counted only once per reporting period each fiscal year as follows: a) first period report shall include any student enrolled between July 1 and December 31; b) second period report shall include any student enrolled between July 1 and April 15; and c) annual report shall include any student enrolled between July 1 and June 30.

3- Programs and services for students reported in Section I.B must have prior approval by the Chancellor's Office. A copy of the approval must be attached to this form or the claim will be returned or disallowed.

4- Cost data shall be reported by expenditure object codes as defined in the California Community College Budget and Accounting Manual. For the first period report budgeted or estimated expenditures are to be reported. Actual expenditures shall be reported on the second period and annual reports.

5- Local funds reported in Section III are contributions received from local organizations specifically earmarked for programs for the handicapped, not local tax revenue.

6- State apportionments shall be made only to districts which certify that all federal and local funds available for programs for handicapped students are being utilized and are reported in Section III.

REPORTS

SECTION VII

7.0 INTRODUCTION.

This section is intended to provide information and regulations regarding the colleges reporting responsibilities. Included will be the dates by which the reports specified in the regulations are due. A check list regarding these due dates will be found at the end of this section. You will find in the regulations that in addition to these specific due dates, there will be other times when information will be required of the colleges. Therefore, the references made in this section are not to the exclusion of any other reporting requirements which may be made by the Chancellor's Office.

7.1 BUDGET REVISIONS.

The colleges are advised to notify the Chancellor's Office immediately if any budget revisions are to be made. There is no specified due date for such notification. If a budget is to be revised upward, approval of that revision must be obtained before any additional funds are expended. If a budget is to be revised downward, it is imperative that the Chancellor's Office be notified immediately. There may be other colleges in great need of those funds to support their program for the handicapped.

56064. COLLEGE COMPREHENSIVE PLAN.

(a) Comprehensive annual plans shall be prepared separately by each college to be submitted by its district to the Chancellor and Director of Rehabilitation. Such plans shall be submitted on or before May 1st of each year, or at such other time during the fiscal year as designated by the Chancellor.

(b) Each plan shall include, but need not be limited to, the following components:

(1) Statement of philosophy and needs

(2) Population to be served

(3) Proposed services and programs

(4) Program goals and objectives

(5) Proposed activites to meet those objectives

(6) A plan for coordination of college resources

(7) A plan for inservice training

(8) A statement of the evaluation plan

(9) A plan for interagency coordination of resources

(10) Budget Summary

7.2 COLLEGE COMPREHENSIVE PLAN.

Colleges who desire to use the direct excess cost funds made available by these regulations must file a college comprehensive plan each year by May 1st. The plan is to be submitted as approved by the college district. In multi-college districts, however, each college plan is to be separate. An analysis of the regulations reveals a number of mandates which must be incorporated into each comprehensive plan by the colleges, to insure their compliance with the regulations. This list of compliance mandates can be found in Section I (1.2.2) of this manual. One required component of the college comprehensive plan is a budget summary. This is the preliminary budget referred to in the budget section.

56062. ENROLLMENT AND BUDGET SURVEYS. *The administrator responsible for comprehensive planning for each college shall, upon request, submit to the Chancellor's Office, on forms to be provided, enrollment data, projected expenditures, income for supportive services and programs, and such other pertinent data as required. Such information shall be used to determine the state's direct excess cost balance, and to inform districts of such balance so that they may plan for a potential allocation deficit.*

7.3 ENROLLMENT AND BUDGET REPORTS.

The preliminary budget is due with the college comprehensive plan by May 1st of each year. This budget information is critical, because it is based upon this data from all the colleges that the Chancellor's Office will make an analysis regarding the allocations which will be available to the colleges for that school year. The first survey of enrollment is likewise due along with the preliminary budget information by May 1st. This survey of enrollment data, like the preliminary budget, is just a forecast of proposed enrollments and direct excess costs.

The Chancellor's Office will provide the colleges with advisement regarding the total allocations that will be available as soon as possible after receipt of all preliminary budgets. A final survey of enrollment and budget is due from the colleges by October 15th of each year. Approval and/or advisement regarding the final budget will be given to the colleges shortly thereafter.

The survey of enrollment data is very important for several reasons. First, it requires identification of those students who are in need of, and eligible for, supportive services, programs and special classes. Second, it is imperative that the colleges provide information on enrollment that is free from any duplicated count. That is, a student in the district receiving services under programs for the handicapped should not be counted more than once. This enrollment information also makes possible an analysis at both the local and state level regarding the amount of funds available that are being expended on a per capita basis. Enrollment and budget data are provided the Chancellor's Office on their forms, as provided. The form currently in use can be found at the back of the budget section (Section VI).

We earlier discussed the need (in the Budget Section) to establish an audit trail. You may be required in an audit to identify those students that were reported in your survey of enrollments. Therefore, during your survey, information should be obtained on those students and be maintained so as to be available as needed.

The survey to identify those eligible students to be served under the program for the handicapped should be conducted during the regular census week(s) of the college. This will provide the opportunity to identify each semester, quarter or term, in which those eligible students are participating in the program. Remember that the total of such students provides one of the parameters regarding the maximum of funds that can be granted to each college. (See Budget, Section VI.)

7.4 EVALUATION.

Section 50666 of the regulations covers evaluation. It states that on or before July 15th, or as advised by the Chancellor's Office, each college shall submit an evaluation of its total program on forms to be provided. Therefore, one of the reporting requirements that each college has is to provide this evaluation data as advised by the Chancellor's Office.

56082. APPLICATION FOR DIRECT EXCESS COST FUNDS.

(a) Application by districts for Direct Excess Cost Funds shall be on the forms designated by the Chancellor, reported at the same time as regular average daily attendance (ADA) apportionment reports after census week. Reimbursement will be made to the district in the same manner as regular apportionment.

(b) Up to $785 per student served is allowable for reimbursement to a district for direct excess costs as authorized by Section 56026 of this chapter.

(c) Exception. For high cost services and particular programs for the severely disabled, upon recommendation of the Director of Rehabilitation, on forms to be provided, the Chancellor may allocate, as available, amounts up to $1,570.00 per student served per fiscal year to provide for direct excess costs for such services and programs. Allocations in excess of seven hundred eighty-five dollars ($785) per student served shall be provided only to programs identified by the Chancellor and Director of Rehabilitation after consideration of at least the following factors:

(1) Projected fiscal costs of the comprehensive plan.

(2) The number of students served according to their category of disability.

(3) The number of severely disabled students as included in the count in (2).

(4) The student instructor ratio.

(5) Identification of the specific high cost expenditures relating to the severely disabled students.

7.5 APPLICATION FOR FUNDS.
The form currently being used to make application for funds can be found at the end of the Budget Section, Section VI. These applications are due by January 30th, April 30th, and July 15th of each year.

56084. OTHER SUPPORT FUNDS. Districts applying for direct excess cost funds must certify on a form supplied by the Chancellor that reasonable efforts have been made to secure federal or local funds other than short-term grants for handicapped programs.

7.6 OTHER SUPPORT FUNDS.
Currently it is recommended that certification regarding colleges' efforts towards securing other support funds be included in your college comprehensive plan. The regulations, however, clearly state that forms may be provided for this purpose by the Chancellor's Office. These forms are not currently available and no due date is specified for this certification other than the recommendation that it be included in the college comprehensive plan.

7.7 ASSEMBLY CONCURRENT RESOLUTION 201.
The California Postsecondary Education Commission (CPEC) has mandated that California Postsecondary Institutions provide information regarding handicapped students being served. The Chancellor's Office will have the responsibility of collecting data from the colleges to provide CPEC with this information.

56058. PLANNING. The Community College District Master Plan, as provided for in Section 55402 of this Part, shall include planning for supportive services and programs for students with exceptional needs. Space and capital outlay needs for supportive services shall be incorporated into the plan for capital construction provided for in the Education Code, Section 20066.

7.8 ADMINISTRATIVE RESPONSIBILITY.
The colleges are required to submit annually their Community College District master plan. The administrator responsible for the college's program for the handicapped must be aware of Section 56058 of the regulations and be responsible to facilitate its intent.

7.9 CHECKLIST.
The following check list is intended to summarize those reports and due dates as specified in the regulations or subsequently established by the Chancellor's Office. Reports and information that may be required by the Chancellor's Office, where no due date is yet established, will not be included in this summary.

7.9.1 Budget.

a. Preliminary budget due May 1st.

b. Final budget due with fall census report.

7.9.2 Enrollment data.

a. A forecast of enrollment data due May 1st.

b. Actual enrollment data due with fall census report.

7.9.3 College Comprehensive Plan.

a. Due May 1st.

b. Revisions due with fall census report.

7.9.4 Evaluation.

a. Due July 15th, or, as advised.

7.9.5 Application for Funds.

a. First apportionment applications due January 30th.

b. Second apportionment applications due April 30th.

c. Final annual apportionment applications due July 15th.

EVALUATION

SECTION VIII

8.0 PURPOSE OF EVALUATION.

Earlier in this manual the statement was made that every education plan must include an evaluation component. There are many reasons for this, but among the most essential would be:

8.0.1 We need to determine if our assessment regarding the needs of students was accurate.

8.0.2 We need to examine our educational planning to determine if it was adequate to meet identified needs.

8.0.3 We need to monitor the delivery system to determine that the means by which we are attempting to meet students needs are being efficiently managed.

8.0.4 Most importantly we need to determine if student needs are being met.

8.0.5 We need the input that evaluation provides us to enable improvements of programs and services.

8.0.6 The enabling regulations for programs for the handicapped mandate both local and statewide evaluation.

Another major reason for incorporating an evaluation section to this manual is the survey of enabler needs taken several years ago. That survey revealed that a majority of the college specialists (enablers) were seeking assistance in developing and applying an effective program of evaluation.

8.1 INTRODUCTION.

Professionals in the field of education realize that evaluation is one of their essential responsibilities. The uninitiated sometimes find evaluation an overhwelming task. It does not, however, need to be this way. Evaluation is simply a process for collecting the kinds of data which will permit our assessment of what is being or has been accomplished. We want to know where we were at the beginning, what we did about it, how we got where we are and our results. We want to be able to measure any changes that took place, have an understanding regarding what brought about those changes, and we want to know if we accomplished that which we set out to do. This section will review those aspects of the regulations most relevant to evaluation, and attempt to provide guidelines to effective evaluation programs. Much of the colleges evaluation activity will be in response to evaluation instrumentation provided by the Chancellor's Office. Those instruments will become part of this manual, as developed, and will provide the basis for additional evaluation planning activities.

8.2 DELIVERY SYSTEM EVALUATION.

There are three discrete phases to the educational delivery system that require evaluation. These are:

8.2.1 **Preparation.** This is that phase in which we prepare and plan for the delivery of educational services and programs. We have the need to know: were our goals properly conceptualized; were our objectives reasonable and valid; were we familiar with applicable regulations and district policy; were resources made available adequate to delivery needs, such as staff, facilities and equipment; were communications effective; were necessary articulation needs met and coordinated; and, were the means of delivery properly provided for?

8.2.2 **Process.** The process is the means by which we deliver educational services and programs. This is an implementation activity and requires an on-going evaluation (monitoring) to assess the effectiveness of the delivery system. By maintaining an in-process evaluation system, we can immediately make necessary revisions in the delivery system to improve upon the systems and programs being participated in by our students.

8.2.3 **Product.** The product is the outcome or result of our activities. We need to know the results of our preparation and process activities. Often, evaluators will focus in on the product alone and for-

get the preparation and process phases. We want to know the results, but we also want the kind of assessment which will permit us to evaluate why those particular results were realized.

8.3 DATA BASE.

It is mandatory to effective evaluation that the evaluator have an adequate data base. If we are to effectively evaluate the product (result) of our services and programs, we must be able to equate the results to some measurable starting point. We might say that during the 1977-78 school year 63 students benefitted by our pre-registration program. This is meaningless unless we have something to measure that result against. There are two primary data base methods available to us.

8.3.1 **Baseline Data.** Baseline data simply means having available to us that information needed to describe circumstances prior to implementing a new program. If we previously had pre-registration programs, a data base would be the knowledge that during the 1976-77 year only 13 students benefitted by pre-registration procedures. Here, by using baseline data, the evaluator can show an increase of 50 students. Another example of data base would be the information contained in our needs assessment. Prior to implementing a program for pre-registration, we will have determined that a need exists for it. Our needs assessment might have indicated that 300 students needed the supportive services of pre-registration. In this instance, having had 63 students benefit from the pre-registration program gives us a different evaluation result. Another example of the use of baseline data would be where it is our objective to increase enrollment of students by 100%. We need to know how many students were enrolled prior to the implementation of our new program to be able to properly assess the results.

8.3.2 **Measurable Objectives.** The use of measurable objectives is quite standard in education. Here, the educator, (planner) pre-determines during the planning process what an acceptable result will be. Given well written measurable objectives, the evaluator needs the kind of data to determine if those pre-determined results were in fact realized. As previously stated, however, a total evaluation system will not only give the evaluator a measurement of result but also will provide information regarding the reasons why that result was realized.

The evaluator will want to consider the need for baseline data and/or measurable objectives when developing an evaluation program.

8.4 EVALUATION CHECKLIST.

The following questions may be of assistance in developing an evaluation program.

8.4.1 Does the evaluation plan specify a strategy for conducting the evaluation study?

8.4.2 Has the person(s) selected to conduct/implement the program evaluation been identified?

8.4.3 Have intended program outcomes (goals) been identified?

8.4.4 Are the objectives clearly stated in performance objective terms?

8.4.5 Are the activities necessary to meet the student's educational needs thoroughly identified?

8.4.6 Have the assessment instruments been developed/selected prior to or concurrently with the program plan?

8.4.7 Have specific criteria (standards) been defined and described prior to the evaluation?

8.4.8 Are there explicit items explaining who, how, and when the program activities will be monitored?

8.4.9 Does the plan include the data collecting procedures for all areas of the evaluation study?

8.4.10 Does the plan provide for a time schedule of activities for each evaluation task?

8.4.11 Have the legal requirements of the evaluation been identified and the necessary resources utilized?

8.4.12 Does the plan include provision for getting feedback from all sources about the areas of program needing improvement and potential solutions for improving the program?

8.4.13 Has the format for the final report been designed for clear and effective reporting?

8.5 EVALUATION FUNCTIONS.

There are five primary functions (components) to any evaluation procedure.

8.5.1 Goals and objectives. The planning section of this manual provided information on the development of goals and objectives. The evaluator must clearly define the goals. There are two tests that all goals must meet. The first is that the goal must advance the system towards corresponding (institutional) goals. The second is that a goal must fully communicate to a reasonable person.

The objective(s) must be stated in performance terms. A well written measurable objective will include at least:

a. *A behavioral statement.* What behavior will be affected? (i.e., typing).

b. *A criterion statement.* What standard or level of achievement is expected?

A measurable objective may also include a conditional statement. Conditional statements, or 'givens', specify any necessary conditions under which the demonstration of behavior will be measured (i.e., on an electric typewriter; during a 5-minute test).

8.5.2 Criteria. The evaluator will clearly identify the criteria against which performance is to be measured. This criteria is derived from the objective, (the criterion statement).

8.5.3 Instrument. The evaluator will develop the necessary instruments and/or procedures by which data can be collected that will be relevant to criteria measurement.

8.5.4 Data. The data collection instruments and procedures are used to collect and analyze the necessary data.

8.5.5 Application. The data is interpreted to provide a program evaluation. Persons involved in evaluation must consider evaluation as a closed loop. That is, it is not a one time end result activity. Each time an evaluation is concluded, the results become input to be used to improve upon the educational services and programs being provided to students.

8.6 EVALUATION TASKS.

The following tasks or proceduralized steps were developed at the Summer Enabler Institute to assist education personnel in the evaluation process.

8.6.1 Describe Program Goals. In this task, there is the need to state the goals, or intended program outcomes, for the program. Remember, these goals should be derived from State, District, and Local goals, and should reflect the needs of the student.

8.6.2 Formulate Enabling Objective(s). The primary objectives are developed and written in performance objective terminology. The well written objective will answer the following questions. Who does what, when, and under what conditions? How much will be done and how will it be measured?

8.6.3 Specify Activities. There is a need to specify those activities that will be used to meet stated objectives. This task requires the identification of those actual activities that need to be implemented to achieve each stated objective. The activities will identify procedures, available resources, and the means of implementing programs to accomplish objectives.

8.6.4 Develop Assessment Instruments. There are two essential steps to this task. First, there is a need to determine what data is necessary to permit program assessment. Second, there is a need to develop the instrumentation and procedures necessary to collect that data (Be sure to pilot-test.)

8.6.5 Determine Performance Criteria. There is a need to identify quantitatively those program outcomes to be achieved. The program objectives will provide you with the required information to identify the standards or levels of achievement that are expected. This is necessary to permit an assessment as to the effectiveness of the program.

8.6.6 Develop a Monitoring System. Determine what program activities need to be monitored and who will do that monitoring. Establish a procedure and a time line for monitoring activities, and identify the data that needs to be collected and a method of collecting, recording and reporting that data.

8.6.7 Specify Collection Procedures. Here data collection resources are identified, a data collection schedule is devised, and procedures are developed for the total data collection process.

8.6.8 Developed Evaluation Time Lines. The entire program evaluation plan needs to be organized to assure completion of each major task at the appropriate time. The best methodology to assist in this process is a time line or a time table for the evaluation program.

8.6.9 Determine Required Resources and Obtain Approvals. In this task it is necessary to determine those resources which will be necessary to program evaluation. The resources will include personnel, materials, equipment, time and space. Approvals will be obtained to permit this evaluation process and to permit the use of necessary resources.

8.6.10 Develop Report Format. Since a great deal of data may be collected, it is essential to develop a format for the use of that data. The format should permit the clear communication of evaluation procedures, a presentation of the data, and conclusions and recommendations.

56066. EVALUATION.

(a) ***District and College Evaluation.*** *On or before July 15th, or as otherwise directed by the Chancellor, each college shall submit an evaluation of its total program for the fiscal year to the Chancellor's Office and to the Director of Rehabilitation. Forms for the evaluations shall be developed and provided by the Chancellor's Office. The components of this evaluation shall include, but need not be limited to:*

(1) A description of each program or service provided.

(2) The number of students benefitting from each service or program.

(3) Information and supporting data indicating the extent to which each specific program objective, as set forth in the comprehensive plan, was achieved.

(4) Explanations of discrepancies between objectives and achievements.

(5) Total expenditures of each program or services provided.

(6) Characteristics of the population served, including age, sex, minority status, and an unduplicated count of disability conditions.

8.7 REQUIRED EVALUATION.

An evaluation as provided for in Section 56066 has not yet been called for by the Chancellor's Office. The evaluation procedures are currently being developed. When complete, the instrumentation to be used for evaluation purposes will be distributed for inclusion as part of this manual section.

8.8 DATA REQUIREMENTS.

The college comprehensive plan specifies proposed services and programs. Section 56066 states that part of the evaluation will require a description of those services and programs that were actually provided. Good records will need to be maintained to permit the reporting of the number of students that benefitted from each individual service or program. The college comprehensive plan was to have included an objective(s) for each specific service or program. Information and supporting data will be required to specify the extent to which each objective was met. Where objectives were not met, an explanation will be required as to why the achievement was different from the stated objective. Information regarding the total cost (expenditures) for each specific program or service will be provided, along with information regarding the characteristics of the handicapped student served.

8.9 ESTABLISHING PERFORMANCE CRITERIA.

One difficulty that an evaluator may encounter is that the original objectives were not stated in performance terms. If this is the case, there is no criteria against which achievement may be measured. This indi-

cates a weakness in the original comprehensive plan which should be corrected in subsequent years, but does not help the evaluator at the moment. There are two basic techniques available when this circumstance occurs to give the evaluator acceptable criteria to permit a measurement of achievement. They are:

8.9.1 Establish Criteria Empirically. If the plan was not written with performance (or measurable) objectives, contact a significant number of colleges whose general community and college characteristics would approximate your own. Determine what their stated program objectives were. A review of this data will provide you with parameters within which you can establish, retroactively, performance objectives for your own program.

8.9.2 Cognizant Persons. A second method of retroactively establishing evaluation criteria is by using the advice of cognizant persons. Call a meeting of persons with acknowledged expertise in programs for the handicapped. This could include College Administrators, your Advisory Committee and other staff members. It might also include persons with needed expertise who are not a part of your college community. This group of cognizant persons can review the original objectives as written, and restate them in measurable terms. Then, the evaluator will use those restated objectives for evaluation purposes.

8.10 STUDENT PROGRESS.

Section 56004 of the regulations states in part "the student shall not continue participation in services or programs beyond the time when such services and programs are required to meet the educational needs of the individual." This speaks to the need to continually monitor the student's participation in supportive services, programs, or special classes, and to evaluate the results of such participation to determine if such support should continue.

8.10.1 Where students are receiving supportive services there needs to be a continuous assessment to determine whether continuation of those services are necessary.

8.10.2 Students participating in special classes and programs should have their progress assessed at reasonable intervals not only to determine that the individuals needs are being met, but that there is a need to continue the student in that special class or program.

8.10.3 Based upon the assessment of student progress a periodic review of the student's individual needs is indicated.

8.10.4 When evaluation data indicates that the student no longer has a need for supportive services, special classes and programs, the student's participation in supportive services and programs for the handicapped will be discontinued.

8.11 PROGRAM PLACEMENT.

Section 56060 of the regulations in paragraph (b) (4) states "a clear description of monitoring devices or procedures with assessed improvement of competency based on the education program designed being implemented". The regulations are clear that the colleges will be responsible to monitor and assess the progress of students participating in this program. Our basic purpose is to integrate students into the regular college activities and programs. Therefore, to continue to allow the participation of a student in special supportive services and programs when this is not necessary is both a disservice to the student and clearly contrary to regulations.

8.12 COMPREHENSIVE PLAN.

Section 56064 states "(b) each plan should include . . .(4) program goals and objectives". The regulations clearly provide for goals and objectives to be in each comprehensive plan, and they are essential for evaluation purposes.

8.13 EVALUATION COMPONENT.

Section 56064 further states that "(b) each plan shall include . . .(8) a statement of the evaluation plan. When a plan for the delivery of educational services and programs is developed, along with that plan is developed the evaluation component.

8.14 RANDOM SAMPLING.

A valuable technique for collecting data is the use of random sampling techniques. If there is a need to collect data on 10 students, there is the small task of contacting those 10 students. However, if there is a need to collect data from 1,000 students the problem is one of much greater magnitude. Random sampling techniques permit data to be collected from a relatively small number of those 1,000 students, and yet the results can represent the total population of 1,000. When the Los Angeles Times predicts the outcome of a presidential election, they do not contact every registered voter. Rather, they contact a very small number of registered voters using random sampling techniques. When properly done, random sampling permits you to make valid generalizations regarding a very large population, while collecting data from only a small segment of that population.

This manual is not the place to go into a long explanation of random sampling techniques. Most psychologists, however, or any researcher or statistician on your campus, can assist you in developing random sampling techniques to be used in program evaluation.

Section IX

APPENDIX

CHANCELLOR'S OFFICE

CALIFORNIA COMMUNITY COLLEGES
1238 S STREET
SACRAMENTO, CALIFORNIA 95814

TO: College, Rehabilitation and Other Agency Personnel or Citizens Involved With Postsecondary Education for Students With Disabilities

FROM: Barbara Sullivan, Specialist
California Community Colleges
Chancellor's Office
(916) 445-1163

SUBJECT: Information Regarding California Community Colleges' Supportive Services and Programs for Handicapped Students

The enclosed materials are basic data relevant to supportive services and programs for students with handicapping conditions.

As subsequent information develops, or new material is available, it will be mailed to those requesting it. It is advisable to secure this data in a single reference volume. All college specialists and district coordinators will receive a desk reference guidelines-manual. This packet should be placed in the appendix.

Enclosures:

1) Abstract and Background, Re: Development of CCC supportive services, state legislation, and administrative regulations.
2) Administrative Regulations (Title 5) as adopted by California Community College Board of Governors on February 25, 1977.
3) State legislation of 1976:
   a. Assembly Bill 77, Chapter 275
   b. Assembly Current Resolution 201 (Affirmative action for students), Resolution Chapter 158
   c. Assembly Joint Resolution 53 (Architectural barrier removal), Resolution Chapter 120
4) Excerpts:
   a. Section 503 and 504 of Federal Public Law 93-112 "Rehabilitation Act of 1973"
   b. California State Senate Bill 1641 (1976), Education Code Section 5746.1
5) Reporting forms:
   a. CCC SS-1 - Advisement Survey
   b. CCAF-326 - Claim form
6) Listing of CCC Specialists for Services and Programs for Handicapped Students

Background

The Community Colleges have emerged as postsecondary education institutions providing full access to free public education to all who can profit from instruction. Specifically, the Education Code, Section 25502.1, states:

> Every Community College district shall provide access to its services, classes and programs without regard to race, religious creed, color, national origin, ancestry, handicap or sex.

The unique population of handicapped adult students is the focus of services and programs in Community Colleges.

The majority of handicapped students in Community Colleges and the graduates of K-12 special education programs are not in the same population, nor do they present the same educational and/or training problems. Over 79 percent of all handicapped Californians suffer onset of disability after age 18. Median age of onset is 37, and over 32 percent of these disabilities are muscular-skeletal. The majority of handicapped Californians experience disability in civil accidents or spontaneous illness after adulthood; 69% after age 25. They frequently have dependents, creating a greater economic dependency cost than the congenital or childhood handicapped student who is commonly in a parental home. Because of education and work experience acquired prior to onset of disability, Community College students can be returned to the work force at an income level commensurate with their increased economic needs.

History of AB 1600 and AB 77

In 1975 Assemblyman Frank Lanterman introduced AB 1600, which provided for elimination of the age qualifications and students' personal financial needs statements as requirements for use of funds for students with handicaps. The bill also combined all funding sources under one funding formula so that funds could be equitably used with a reduction in the accounting involved. Previously, under then-existing legislation and regulations, only one-third of the available funds for such programs had been used because the funds were not applicable to Community College populations. AB 1600 moved through the Legislature without a single dissenting vote but was vetoed by Governor Brown upon the advice of the Department of Finance.

Following the veto, Mr. Lanterman reintroduced the same concepts in AB 77 with the added provision that cooperation between the Department of Rehabilitation and the Chancellor's Office in the writing of guidelines was made mandatory. AB 77 was signed into law in June of 1976 after numerous conferences with the Governor's Office, the Department of Finance, and the Department of Rehabilitation. Over 4,000 letters and telegrams from students and advocates were received in the Capitol in the interest of securing this legislation. Moreover, meetings with the advocacy groups, professional educators dealing with programs for students with disabilities, and Community College personnel were held throughout the state in the development and revision of the bill that emerged.

ABSTRACT
REGARDING REGULATIONS OF SUPPORTIVE SERVICES
FOR HANDICAPPED STUDENTS

In accordance with the requirements of Assembly Bill 77, regulations have been developed based on guidelines approved by the Chancellor's Office and the Department of Rehabilitation. These Regulations incorporate suggestions made over a period of approximately 18 months by a broad spectrum of interested agencies, organizations, Community College personnel and individual citizens. The regulations, as adopted, fill the void created by the signing of AB 77 into law in July 1976.

The regulations define all students to be served, clarify the scope and type of services and programs to be funded out of direct excess cost funds, require a comprehensive plan of services and programs, give details for funding, and require participation in evaluation.

AB 77 requires that a report be made to the Legislature on or before February 20, 1978. Districts and colleges are requesting guidance for operating services and programs under this law, and these regulations will meet these requests. It is possible through the planning and evaluation process that additional recommendations can be made regarding funding as required.

Attached is the background, history and provisions of the regulations. This material was presented to the Board of Governors for their consideration at their meeting of February 25, 1977, when they adopted the regulations as presented. These regulations and the legislation are enclosed with this background information.

The enactment of AB 77 is intended to enhance educational opportunities within the Community Colleges for those students with physical, communication and learning disabilities. Funds for support services are provided so that students with disabilities are able to compete equally with non-handicapped students, enabling them to profit from instruction. It is the further intent of the legislation that individuals with needs caused by these disabilities shall be accommodated in regular education programs.

AB 77 focuses on this adult population with the central idea of providing for funding services and programs to mainstream these potentially capable adults into education programs at the college level. The provisions of the legislation incorporate all program and budget parameters for handicapped Community College students into one comprehensive and efficient legislative treatment. The bill also removes Community College programs from K-12 legislative control and authorizes the Chancellor's Office to establish guidelines and to review and approve all handicapped programs. It would make possible the maximum application of Community College resources toward educating adult handicapped persons.

Provisions of AB 77

AB 77 represents an attempt to coordinate resources and maximize the application of these resources on Community College campuses in providing educational services and programs for adult students with specific needs due to handicapping conditions. Its provisions are listed as follows:

1. AB 77 establishes a fixed state allocation for each fiscal year by the following formula: $12.19 multiplied by the total Community College ADA during the preceding school year to be credited for state apportionment to all Community Colleges.

   For 1976-77 the amount under this formula is $9.373 million.

2. AB 77 provides that the funds be apportioned to each college district for purposes of funding excess direct district cost of providing special facilities, special educational material, educational assistance, mobility assistance, transportation and program development services in an amount not to exceed $785 for each handicapped student enrolled.

   Exception: the amount may be doubled for students designated as "severely handicapped" as defined by the Director of the Department of Rehabilitation.

3. AB 77 provides that the Board of Governors adopt rules and regulations for determining program and service components and appropriation of resources to Community College districts under Section 25506.5 and that these regulations shall be based on guidelines developed and approved jointly by the Chancellor and the Director of Rehabilitation after public hearings.

4. AB 77 provides that each Community College district shall report to the Chancellor expenditures and incomes related to handicapped students for whom these apportionments are made.

5. And further, AB 77 provides that the Chancellor and the Department of Rehabilitation shall review programs for handicapped students funded under this legislation and shall report jointly and separately their findings and recommendations to the Legislature no later than February 15, 1978. The report shall include recommendations relative to appropriate level of funding and improvements in funding procedures.

AB 77 was an urgency measure and became effective retroactively to July 1, 1975. At present there are no regulations governing programs operating under this legislation. The proposed regulations are needed to fill this void.

Regulations for Implementing AB 77

Historically, the development of regulations to implement AB 1600 and its successor, AB 77, began on May 25, 1975, when an entire morning of the California Association of Postsecondary Educators of the Disabled (CAPED) Conference was devoted to an initial developmental task. Approximately 270 members in attendance at the Conference consisting of Enablers, business managers, coordinators of programs for disabled students, staff from the Department of Rehabilitation, and several California State University and Colleges faculty members, involved with programs for handicapped students developed basic data for the consideration of a selected task force named at that conference.

In July 1975 a task force of 42 people, including Community College personnel, Department of Rehabilitation representatives, representatives from California Association of the Physically Handicapped (CAPH), the National Federation of the Blind, and selected handicapped students and other advocacy groups spent two and one-half days developing basic material for guidelines and regulations. These materials were supplemented by several written documents relating to the development of content of AB 77. Following the veto of AB 1600, these developing regulations and guidelines were again discussed in presentations at conferences of CAPED in April 1975 and CAPH in March 1976.

In a one-month summer institute, sponsored under Higher Education Act Title I grant, the materials and content of the guidelines were used as a basis for discussion with 42 participants and staff of the institute, and a panel of state agency personnel and consumers. Following the institute, public hearings, held in two locations and involving approximately 400 people representing Community Colleges, Department of Rehabilitation, advocacy groups, professional organizations, governmental agencies and concerned individuals were held in compliance with the statements in the law.

Staff from the Chancellor's Office and Department of Rehabilitation, supplemented by selected district personnel, spent three weeks analyzing and incorporating all contributions into the framework of the regulations. The regulations presented are the result of this broad spectrum of contributions, critique, and comment.

Regulations Implementing AB 77

The charge to develop regulations for implementing provisions of AB 77 is given in Section 18151(b) as follows:

> "The Board of Governors of the California Community Colleges shall adopt rules and regulations for determining program and service components and appropriation of resources to community college districts pursuant to Section 25506.5. Such rules and regulations shall be based upon guidelines, developed and approved by both the Chancellor and the Director of Rehabilitation after public hearings, and shall be appropriate to the educational needs of handicapped students enrolled at a community college.
>
> "The Chancellor and the Director of Rehabilitation shall incorporate suggestions from other interested persons and organizations in the guidelines where feasible and appropriate.
>
> "If the Chancellor and the Director of Rehabilitation are unable to agree upon any portion or portions of the guidelines, each may submit guidelines to the Board of Governors, which may base the rules and regulations which it adopts on any combination of guidelines submitted."

The proposed regulations developed in compliance with the above section clarify the following: support services and programs to be funded; specific provision for regional, state and federal coordination since funds from all levels may be used in the thrust for educational services to disabled students; and conditions which must be met before applying for direct excess cost funds. Further, Article II defines seven sub-categories within the three major groups of students to be served, and the items to be charged as direct excess cost.

The regulations require that a comprehensive plan be developed in each district, define personnel related to services and programs, and clarify roles of committees to be used in determining and providing services and programs.

A comprehensive plan of services and programs is required annually of each college. The plan will include at least the following: statement of philosophy and needs, population to be served, proposed services and programs, program goals and objectives, proposed activities to meet those objectives, a plan for coordination of resources, a plan for in-service training, a statement of the evaluation plan, interagency coordination and budget summary. The plan will be submitted to the Chancellor and to the Director of Rehabilitation.

In order to provide data for future recommendations, colleges will participate in district and college evaluations of services and programs as well as a statewide evaluation of the effectiveness of services and programs. Each college is expected to evaluate its services and programs annually and submit a report of its evaluation to the Chancellor on or before July 15 of each year. Plans for the statewide evaluation are to be developed by the Chancellor's Office.

The details of funding services and programs are specified in Article IV of the regulations with conditions under which apportionments may be withheld and actions to be taken if applications exceed state allocations. All colleges will submit enrollment and budget data in order that the Chancellor's Office may advise districts to prevent spending beyond the state allocations. Forms for the colleges to record these data will be developed and distributed by the Chancellor's Office.

The regulations should be considered by the Board in light of two factors: there are no regulations in force to implement AB 77 under which services and programs are presently being provided for students, and there is a legislative requirement that a report be made to the Legislature on or before February 20, 1978, in which further recommendations on funding and funding procedures must be made. Data collected during the interim period will be the basis on which such recommendations will be made.

BOARD OF GOVERNORS OF THE
CALIFORNIA COMMUNITY COLLEGES

HANDICAPPED PROGRAM REGULATIONS

Members of the Board present adopted unanimously the attached regulations on Programs for Handicapped Students.

Certified Adopted: February 25, 1977

Be it resolved by the Board of Governors of the California Community Colleges, acting under the authority of Sections 193, 18151 and 25506.5 of the Education Code, in order to implement, interpret, or make specific Sections 18151 and 25506.5 of the Education Code, and pursuant to the Administrative Procedures Act, that regulations in Title 5 of the California Administrative Code are added, amended or repealed as follows:

First--Chapter 1 (commencing with Section 56000) of Division 7, Part VI of Title 5 is repealed.

Second--New Chapter 1 (commencing with Section 56000) of Division 7, Part VI, of Title 5 is added as follows:

CHAPTER 1. HANDICAPPED PROGRAMS AND SERVICES

Article 1 General

56000. Scope of Chapter. This chapter applies to special education services and programs for handicapped students for which allowances may be made to Community College districts, pursuant to Education Code Sections 18151 and 25506.5.

56002. Support Services and Programs. Support services and programs for students will focus on integrating them into the regular college programs or placement in economic or social areas in the community. Such services or programs shall not be provided if or when they are not facilitating measurable progress. These services and programs may include, but need not be limited to: assessment of basic skills and potential, prescriptive planning and instruction, support personnel and equipment, specific purpose counseling on group or individual basis, work preparation or training and job placement. In addition to support services and programs to meet the exceptional needs of students, all activities and services available to the regular college community shall be available to students with disabilities commensurate with their specific needs. Before a student is assigned to special classes or programs, the college, in concert with the student, shall determine that support services in regular classes are not adequate to meet the particular student's needs.

56004. Participation. Participation by a student in any supportive services or programs shall not preclude participation in any other service or program which may be offered by the college.

Participation in any aspect of the supportive services and programs shall be voluntary. Each Community College district shall employ reasonable means of informing the general college population as to the availability of supportive services and programs.

The student shall not continue participation in services or programs beyond the time when such services and programs are required to meet the educational needs of the individual.

56006. Student Rights. Students aided under this chapter are guaranteed freedom of choice, equal access to all activities and courses offered by the colleges, the right to privacy, the right to review personal information and records, and all other rights available to the general college population.

No program or course shall be denied a student without due consideration of the student's potential and abilities and the additional assistance provided by adaptive or sensory aids or other supportive services or programs.

56008. Regional, State and Federal Coordination

Faculty and staff from the districts with competencies in specific areas may be requested by the Chancellor's Office to assist in management and accountability tasks, including processing appropriate data for required reports.

(a) Data for regional, state and federal needs assessments and resource surveys pertaining to direct excess cost services and programs shall be requested from various colleges and districts, and shall be provided by their respective administrators.

(b) As a means of enhancing network communication and coordination, the Chancellor and Director of Rehabilitation shall develop such task forces as they jointly deem necessary to implement the provisions of this chapter.

(c) The cost of activities specified in this section may be charged to Program Developmental Services as defined in Section 56026(f).

56010. Regular Average Daily Attendance (ADA) Funds. Student services and programs shall not be entitled to funds in excess of those needed to deliver such services and programs. The state allocation provided by law for direct excess costs is intended to only provide the districts reimbursement for such costs up to $785.00 for each student served, with the exception of those students identified as "severely disabled" as defined by Section 56018 of this chapter.

Direct excess cost funds for special classes or programs shall be approved only after regular average daily attendance (ADA) generated in these special classes has been completely utilized.

The average daily attendance (ADA) generated by students in a special class or program must be expended for that class or program to help pay for the direct costs incurred for lowered instructor-student ratios or other support services.

Article 2. Definitions

56016. Handicapped Students. Handicapped students are persons with exceptional needs enrolled at a Community College who, because of a professionally verified physical, communication or learning disability, cannot benefit from the regular education classes, activities and services provided by the Community College without specific additional support services and programs. Wherever in this chapter the term "students" is used, such reference shall be deemed to mean handicapped students.

56018. Severely Disabled Student. A severely disabled student is a handicapped student who, because of extensive or multiple disability, cannot achieve full academic, vocational, or social potential without the use of substantially higher-cost special classes, programs, or support services.

56019. Professionally Verified Disability. A professionally verified physical, communication or learning disability means a handicapping condition as documented by a certified or licensed physician, psychologist, audiologist, speech pathologist or other appropriate professional. The documentation must identify the disability, describe the degree and progressional factor, and describe the limiting effects of the disability. The records must be available to the appropriate community college upon request but need not be maintained at such college.

56020. Physical Disability. Physical disability means a disability attributable to vision, mobility, orthopedic or other health impairments.

(a) Visual Limitation means blindness or partially sighted to the degree that it:

(1) Impedes the learning process, and

(2) Necessitates procurement of supportive services or programs as enumerated in Sections 56030 and 56032 of this chapter

(b) Mobility and Orthopedic Limitation means a serious limitation in locomotion or motor functions which indicate a need for one or more of the services or programs as described in Sections 56030 and 56032 of this chapter.

(c) Other Health Limitation means a serious dysfunction of a body part or process which necessitates the use of one or more of the supportive services or programs described in Sections 56030 and 56032 of this chapter.

56022. Communication Disability. Communication disability means a limitation in the processes of speech, language or hearing.

(a) Hearing Limitation means a loss of hearing function which:

(1) Impedes the learning process or acquisition of speech and language; and,

(2) Which necessitates procurement of supportive services or programs as enumerated in Sections 56030 and 56032 of this chapter.

(b) Speech and Language Limitation refers to one or more speech-language disorders of hearing, voice, articulation, rhythm and/or the receptive and expressive processes of language to the degree that it:

(1) Interferes with communication, education, and social interaction; and

(2) Necessitates procurement of supportive services or programs as enumerated in Sections 56030 and 56032 of this chapter.

56024. Learning Disability. Learning Disability refers to students with exceptional learning needs who have neurological, biochemical or developmental limitations. These limitations result from atypical perception, cognition or response to environmental stimuli, manifested by inadequate ability to manipulate educational symbols in an expected manner. Typical limitations include inadequate ability to listen, speak, read, write, spell, concentrate, remember or do computation. These students demonstrate a significant discrepancy between their achievement and potential levels because of one or more of the following:

(a) Neurological Limitation refers to the exceptional learning needs of a student with average academic potential. Their learning needs are a result of genetic aberrations, disease, birth complications, traumatic brain insult, or poor nutrition. These conditions may range from mild to severe, and are associated with deviations of the function of the central nervous system.

(b) Biochemical Limitation refers to the exceptional learning needs of a student with average academic potential. Their learning needs are a result of excesses or depletions of hormonal, neurochemical or metabolic substances associated with diminished motoric, perceptual or cognitive capabilities.

(c) Developmental Limitation refers to:

(1) The exceptional learning needs of a student with average academic potential. Their learning needs are a result of delayed educational development, incurred through maturational delays and/or any combination of limitations described in subsections (a) or (b) above.

(2) Exceptional learning needs of a student who has limited learning potential, with substantial and/or severe functional limitations and whose limitations can be expected to continue indefinitely.

56026. Direct Excess Costs. Direct excess costs are categorical expenditures by Community College districts as defined in subsections (a) through (f) below, which are expenses incurred as a result of meeting the exceptional needs of students.

(a) Special facilities costs are expenditures for space, equipment or furniture acquired or modified by the district and used by the student.

(b) Special educational material costs are expenditures for material specifically developed or purchased to assist the student in the learning process.

(c) Educational assistance costs are expenditures for specific persons employed and support resources used to assist students.

(d) Mobility assistance costs are expenditures for persons or equipment provided to assist handicapped students to move about the educational setting.

(e) Transportation costs are expenditures for persons, equipment, modifications or related costs for transporting students for educational purposes.

(f) Program developmental services costs are expenditures for college, regional and statewide activities for staff and program development which are approved by the Chancellor's Office and designed to implement the provisions of this chapter.

56030. Supportive Services. Supportive services are those services available to students with physical, communication or learning limitations which are in addition to the regular services provided to all students. Such services enable students to participate in the regular activities, programs and classes offered by the college. They may include, but need not be limited to, specific purpose counseling; special registration assistance; college orientation; specific assessment for academic, career or vocational planning and placement; special

facilities; specific educational material; mobility, housing or transportation assistance; developing and maintaining attendant, reader and interpreter rosters; on-campus aides; equipment loan and repair; and other services appropriate to the student's particular needs as described in Sections 56020 through 56024 of this chapter.

56032. Special Classes or Programs. Special Classes or Programs means prescribed special instruction for students with specific educational needs. Such classes and programs may also be designed:

(a) for severely disabled students who cannot initially attend regular classes.

(b) to provide preparatory or supportive instruction to enable students to participate in activities provided for the general college population.

56034. Prescriptive Planning and Instruction. Prescriptive Planning and Instruction is an individual educational plan developed with the student which details those special classes and programs requested by the student, and which is designed to meet the specific needs of the student. The delivery of supportive services alone does not require developing a prescriptive plan.

56036. Cooperative Agreements. Cooperative Agreements are agreements among Community Colleges or districts and other agencies or organizations for sharing equipment, facilities, staff and other resources in order to provide comprehensive support services and programs for students with exceptional needs.

56038. Advocacy. Advocacy is activity directed toward establishing equal educational opportunity for students with exceptional needs.

56040. Allocation. Allocation is the total amount available in a fiscal year for all Community College districts in the State in accordance with the formula specified in Section 17303.6(b) of the Education Code.

56042. Apportionment. An Apportionment is funds paid to a district pursuant to Section 18151 of the Education Code, to reimburse monies spent or encumbered on approved services or programs.

56044. Handicapped Student Enrolled. A Handicapped Student Enrolled is a handicapped student who is enrolled in three or more contact hours per week or three or more units of approved Coordinated Instruction Systems (CIS) classes or programs.

56046. Comprehensive Plan. Comprehensive Plan means the proposed structure of services and programs for each college submitted by the district for approval to the Chancellor's Office pursuant to Section 56064 of this chapter.

Article 3. Administration

56048. Personnel. Each professional faculty or staff member shall be required to have a valid Community College credential which is appropriate for the services being provided.

(a) The following positions shall be established on a statewide basis for the accountability and management of services and programs:

(1) State Specialist. One or more State Specialists shall be employed by the Chancellor's Office to effect statewide coordination and facilitate services and programs for students with exceptional needs.

(2) District Coordinator. One or more coordinators shall be designated by the district to coordinate activities in handicapped programs.

(3) College Specialist. Each participating Community College shall designate one or more certificated employees as College Specialists to plan, develop, and coordinate; and who may also administer services and programs for students. A College Specialist may be designated as a District Coordinator.

(b) Depending upon the nature of services and programs needed by a Community College or Community College District, the following positions may be established:

(1) Instructional Specialist. Each participating Community College or Community College district may designate one or more Instructional Specialists who shall be credentialed instructors, and, when the specific disability areas of vision, hearing, speech or learning are involved, shall also be certified or licensed in the specific disability area for which services are provided.

(2) Other Support Staff. Each Community College or Community College District may employ Other Support Staff, which includes, but need not be limited to, paraprofessionals, peer counselors, student assistants, instructional and non-instructional aides, interpreters and other "specially assigned assistants."

Supportive staff shall function in accordance with existing professional standards and shall be under the supervision of persons certificated, licensed or credentialed in the area for which services are provided.

56052. Student/Instructor Ratio. By July 1, 1977, the Chancellor's Office, after consultation with college staff and students, shall establish student-instructor ratios for special classes addressing the specific needs of students. Deviations from these prescribed ratios shall require prior written approval from the Chancellor's Office.

56054. In-Service Training. Each college shall develop a plan for relevant and effective in-service training for all college personnel involved in meeting the special needs of students.

56056. Advisory Committee. Each college or district which provides services or programs for which the district receives direct excess cost funds shall establish an advisory committee. The advisory committee shall be composed of representatives of appropriate agencies, consumer groups, students, and any other appropriate organizations or individuals as determined by program needs.

56058. Planning. The Community College District Master Plan, as provided for in Section 55402 of this Part, shall include planning for supportive services and programs for students with exceptional needs. Space and capital outlay needs for supportive services shall be incorporated into the plan for capital construction provided for in the Education Code, Section 20066.

56060. Program Placement and Individualized Educational Planning.

(a) Assessment of the student's educational competency and needs shall be made by the appropriately certified, licensed or credentialed special instructor(s) in conjunction with the student, other appropriate college staff, and professional persons from the community or other agencies that are working with the student.

If requested by the student, all prescriptive, individualized plans shall be reviewed and amended as needed each semester or quarter by designated specialists, certified, licensed or credentialed in the area of physical, communication and learning disability, and after consultation with all appropriate professional persons working with the student.

(b) Each individual educational plan should specifically include:

(1) The academic and career assessment tools, if any, utilized to identify the competency level of the student upon enrollment.

(2) A clear description of the courses, programs or activities the student will now engage in to improve academic or career competency.

(3) Functional recommendations for the use of appropriate instructional materials and equipment.

(4) A clear description of monitoring devices or procedures which assess improvement of competency based on the education program design being implemented.

(5) Evidence of measurable improvement at the conclusion of each semester in which the student is enrolled.

(c) Academic and career assessment is not a prerequisite to the delivery of supportive services such as parking, equipment loan, transportation or mobility assistance.

56062. Enrollment and Budget Surveys. The administrator responsible for comprehensive planning for each college shall, upon request, submit to the Chancellor's Office, on forms to be provided, enrollment data, projected expenditures, income for supportive services and programs, and such other pertinent data as required. Such information shall be used to determine the state's direct excess cost balance, and to inform districts of such balance so that they may plan for a potential allocation deficit.

56064. College Comprehensive Plan.

(a) Comprehensive annual plans shall be prepared separately by each college to be submitted by its district to the Chancellor and Director of Rehabilitation. Such plans shall be submitted on or before May 1st of each year, or at such other time during the fiscal year as designated by the Chancellor.

(b) Each plan shall include, but need not be limited to, the following components:

(1) Statement of philosophy and needs
(2) Population to be served
(3) Proposed services and programs
(4) Program goals and objectives
(5) Proposed activities to meet those objectives
(6) A plan for coordination of college resources
(7) A plan for in-service training
(8) A statement of the evaluation plan
(9) A plan for interagency coordination of resources
(10) Budget summary

56066. Evaluation.

(a) District and College Evaluation. On or before July 15th, or as otherwise directed by the Chancellor, each college shall submit an evaluation of its total program for the fiscal year to the Chancellor's Office and to the Director of Rehabilitation. Forms for the evaluation shall be developed and provided by the Chancellor's Office. The components of this evaluation shall include, but need not be limited to:

(1) A description of each program or service provided.

(2) The number of students benefiting from each service or program.

(3) Information and supporting data indicating the extent to which each specific program objective, as set forth in the comprehensive plan, was achieved.

(4) Explanations of discrepancies between objectives and achievements.

(5) Total expenditures for each program or service provided.

(6) Characteristics of the population served, including age, sex, minority status, and an unduplicated count of disability conditions.

(b) Statewide Evaluation. Each Community College district or college utilizing direct excess cost funds shall participate in a statewide evaluation of the effectiveness of services and programs authorized by this chapter.

Article 4. Funding

56080. Scope. The provisions of this article apply to the budget requirements for approval of comprehensive college plans and for expenditures made on the basis of plans approved for direct excess cost pursuant to Section 18151 of the Education Code.

56082. Application for Direct Excess Cost Funds.

(a) Application by districts for Direct Excess Cost Funds shall be on the forms designated by the Chancellor, reported at the same time as regular average daily attendance (ADA) apportionment reports after census week. Reimbursement will be made to the district in the same manner as regular apportionment.

(b) Up to $785 per student served is allowable for reimbursement to a district for direct excess costs as authorized by Section 56026 of this chapter.

(c) Exception. For high cost services and particular programs for the severely disabled, upon recommendation of the Director of Rehabilitation, on forms to be provided, the Chancellor may allocate, as available, amounts up to $1,570.00 per student served per fiscal year to provide for direct excess costs for such services and programs. Allocations in excess of seven hundred eighty five ($785) per student served shall be provided only to programs identified by the Chancellor and Director of Rehabilitation after consideration of at least the following factors:

(1) Projected fiscal costs of the comprehensive plan

(2) The number of students served according to their category of disability

(3) The number of severely disabled students as included in the count in (2).

(4) The student instructor ratio

(5) Identification of the specific high cost expenditures relating to the severely disabled students

56084. Other Support Funds. Districts applying for direct excess cost funds must certify on a form supplied by the Chancellor that reasonable efforts have been made to secure federal or local funds other than short-term grants for handicapped programs.

56088. Applications Exceeding State Allocations. In the event that applications for apportionment exceed state funds statutorily available, the Chancellor shall apportion the statutorily available funds among Community College districts applying for such funds in accordance with guidelines established by the Chancellor and the Director of Rehabilitation, and approved by the Board of Governors.

Third--These regulations mandate no cost to local government within the meaning of Revenue and Taxation Code Section 2231.

Assembly Bill No. 77

CHAPTER 275

An act to amend Sections 17303.6, 17402, and 17407 of, to add Sections 18151, 25502.1, and 25506.5 to, and to repeal Section 18151 of, the Education Code, relating to community colleges, and declaring the urgency thereof, to take effect immediately.

[Approved by Governor June 25, 1976. Filed with Secretary of State June 26, 1976.]

LEGISLATIVE COUNSEL'S DIGEST

AB 77, Lanterman. Community colleges: handicapped students.

(1) The law currently provides for transfer to the community college portion of the State School Fund of specified amounts per a.d.a. for the education of physically handicapped, mentally retarded, and educationally handicapped students, and for the transportation to special classes of certain handicapped students, and for the transportation of students generally.

This bill would provide, instead, for the same gross amount per a.d.a. to be transferred to the community college portion of the State School Fund for the combined purpose of funding the cost of providing various specified services to handicapped students enrolled in community colleges and would specify a limit upon such amount. For this purpose, handicapped students are defined as students having exceptional needs due to a physical, communication, or learning disability.

(2) The law currently provides for a special apportionment to community college districts in a designated amount for each physically handicapped student, as defined, enrolled.

This bill would, instead, provide for apportionments, to be included in the first and second regular principal apportionments to community college districts, of an amount up to a designated maximum for each handicapped student, as defined, enrolled. This bill would allow the prescribed amount per student to be doubled under certain conditions, so long as the total authorized apportionment was not exceeded.

This bill would also prescribe the extent to which it supersedes provisions of the Budget Act of 1975 with respect to the derivation and distribution of Section B of the State School Fund.

It also would specify that it does not supersede designated portions of the Budget Act of 1976.

This bill would take effect immediately as an urgency statute.

The people of the State of California do enact as follows:

SECTION 1. The Legislature finds and declares that state

programs of support for community college students with exceptional needs have developed over time in response to specific needs of identifiable groups. Consequently, there are at least seven separate state programs providing support to enable these individuals to attend community colleges. These programs were established independently and require separate accounting, auditing, and reporting procedures both at the institutional level and within the office of the Chancellor of the California Community Colleges. One effect of these duplicative accounting and reporting procedures is that much of the state support currently allocated by law for these students is not being effectively utilized.

The Legislature finds and declares that community colleges provide a valuable educational and training resource for many individuals with exceptional needs, and that the existing funding structure of state support for these persons needs revision in order to provide them with appropriate educational opportunities within existing statutory support limitations.

This act is intended to enhance opportunities within community colleges for handicapped students, but not to limit such students as to the type of postsecondary institution, if any, they attend.

It is the further intent of the Legislature that individuals with exceptional needs shall be placed in regular education programs when special educational services are no longer required.

SEC. 2. Section 17303.6, of the Education Code is amended to read:

17303.6. The amount transferred to Section B of the State School Fund pursuant to subdivisions (b) and (c) of Section 17301.1 shall be expended in accordance with the following schedule:

(a) Two hundred eighty-nine dollars and seventy cents ($289.70) multiplied by the total average daily attendance credited to community college districts during the preceding fiscal year for basic aid and equalization aid to be apportioned to community college districts on account of average daily attendance.

(b) Twelve dollars and nineteen cents ($12.19) multiplied by the average daily attendance during the preceding school year credited for purposes of state apportionments to all community college districts for the purpose of Article 12 (commencing with Section 18151) of this chapter.

SEC. 3. Section 17402 of the Education Code is amended to read:

17402. The Superintendent of Public Instruction shall on or before February 20th of each year apportion to each elementary school district, high school district, community college district, county school service fund, and county school tuition fund the total amounts allowed to them under Sections 6426, 17751, 17801, 17851, 17901, 17902, 17904, 17951, 17952, 18060, 18062, 18102, 18102.2, 18102.4, 18102.6, 18102.9, 18151, 18352, 18355, 18358, 18401, and Sections 18451 to 18456, inclusive, whichever are in effect. This apportionment shall be called the first principal apportionment.

SEC 4. Section 17407 of the Education Code is amended to read:

17407. The Superintendent of Public Instruction shall on or before June 25th of each year apportion to each elementary school district, high school district, community college district, county school service fund, and county school tuition fund the total amounts allowed to them under Sections 6426, 17751, 17801, 17851, 17901, 17902, 17904, 17951, 17952, 18060, 18062, 18102, 18102.2, 18102.4, 18102.6, 18102.9, 18151, 18352, 18355, 18358, 18401, and Sections 18451 to 18456, inclusive, whichever are in effect. This apportionment shall be called the second principal apportionment.

SEC. 5. Section 18151 of the Education Code is repealed.

SEC. 6. Section 18151 is added to the Education Code, to read:

18151. (a) The Chancellor of the California Community Colleges shall apportion to each community college district for the purpose of funding the excess direct district cost of providing special facilities, special educational material, educational assistance, mobility assistance, transportation, and program developmental services for handicapped students enrolled at a community college as defined in Section 25506.5, who have demonstrated a need for such services, an amount not exceeding seven hundred eighty-five dollars ($785) in each fiscal year for each such handicapped student.

(b) The Board of Governors of the California Community Colleges shall adopt rules and regulations for determining program and service components and appropriation of resources to community college districts pursuant to Section 25506.5. Such rules and regulations shall be based upon guidelines, developed and approved by both the chancellor and the Director of Rehabilitation after public hearings, and shall be appropriate to the educational needs of handicapped students enrolled at a community college.

The chancellor and the Director of Rehabilitation shall incorporate suggestions from other interested persons and organizations in the guidelines where feasible and appropriate.

If the chancellor and the Director of Rehabilitation are unable to agree upon any portion or portions of the guidelines, each may submit guidelines to the board of governors, which may base the rules and regulations which it adopts on any combination of guidelines submitted.

(c) Each community college district receiving an allowance under this section shall report to the chancellor on forms and at such times as he shall provide, all expenditures and incomes related to handicapped students for whom such allowances are made. If the chancellor determines that the current expense of educating such students does not equal or exceed the sum of basic state aid and state equalization aid provided in the regular community college foundation program per unit of average daily attendance, the allowance provided under this section and any amount of local tax funds contributed to the foundation program for each such handicapped student in average daily attendance in the district, then the amount of such deficiency shall be withheld from state apportionments to the district in the succeeding fiscal year in accordance with the procedure prescribed in Section 17414.

(d) The chancellor and the Director of Rehabilitation shall review programs for handicapped students funded pursuant to this section and shall report, jointly or separately, their findings and recommendations to the Legislature not later than February 15, 1978. The report shall include recommendations relative to appropriate levels of support for programs and services for handicapped students and further improvements in funding procedures.

(e) Notwithstanding subdivision (a), the chancellor may, upon recommendation of the Director of Rehabilitation, allocate amounts up to twice the amount authorized in subdivision (a) to provide for excess costs of educational services for severely disabled students as defined pursuant to subdivision (c) of Section 25506.5; provided, however, that any allocations made pursuant to this subdivision (e) shall not result in an increase in the total amount of funds allocated pursuant to this section. Allocations in excess of seven hundred eighty-five dollars ($785) per student shall be provided only to programs identified by the chancellor and the Director of Rehabilitation in accordance with rules and regulations adopted pursuant to subdivision (b).

(f) In the event that requests for apportionments exceed the amount of state funds statutorily available, the chancellor shall apportion the statutorily available funds among community college districts applying for such funds in accordance with guidelines established and approved by the chancellor and the Director of Rehabilitation pursuant to this section. State apportionments shall be made only to districts which certify that all appropriate federal and local funds available for programs for handicapped students are being utilized.

(g) The chancellor's office and the Department of Rehabilitation shall jointly develop guidelines governing expenditures relating to handicapped students to prevent duplication in state expenditures for such students.

SEC. 7. Section 25502.1 is added to the Education Code, to read:

25502.1. Every community college district shall provide access to its services, classes, and programs without regard to race, religious creed, color, national origin, ancestry, handicap, or sex.

SEC. 8. Section 25506.5 is added to the Education Code, to read:

25506.5. (a) The Board of Governors of the California Community Colleges shall adopt rules and regulations for determining program and service components and appropriation of resources to individual college districts for the education of handicapped students. Such rules and regulations shall be based upon guidelines developed and approved by both the chancellor and the Director of Rehabilitation and shall be appropriate to the needs

for education of handicapped students enrolled at a community college.

(b) As used in this section, "handicapped students" are persons enrolled at a community college who cannot benefit from the regular educational program provided by the community college at which such students are enrolled, without special services and programs, because of a physical, communication, or learning disability as defined by the Director of Rehabilitation in cooperation with the Chancellor of the California Community Colleges, following public hearings. Such a disability shall be defined in a manner consistent with the definitions given in this subdivision.

"Physical disability" means a disability attributable to a vision, mobility, orthopedic, or other health impairment. "Communication disability" means a disability attributable to a speech or hearing impairment. "Learning disability" means a disability attributable to a neurological, biochemical, or developmental impairment.

(c) The Director of Rehabilitation shall also, after public hearings and consultation with the chancellor, define "severely disabled students" for purposes of funding the excess costs of such students as authorized by subdivision (e) of Section 18151.

SEC. 8.5. If rules and regulations have not been adopted and become effective pursuant to Section 18151 of the Education Code (as enacted by Section 6 of this act) by June 25, 1976, the Chancellor of the California Community Colleges shall apportion from the funds available pursuant to subdivision (b) of Section 17303.6 of the Education Code in fiscal year 1975–76, amounts necessary to fund the excess direct costs of providing the facilities, material, assistance, and services referred to in Section 18151.

SEC. 9. In lieu of the schedule of expenditures set forth in paragraphs (2), (3), (4), and (5) of subdivision (b) of Item 350.1 of the Budget Act of 1975 (Chapter 176 of the Statutes of 1975), the schedule of expenditures prescribed by subdivision (b) of Section 17303.6, as amended by this act, shall prevail, and shall govern the expenditure of funds from Section B of the State School Fund.

This act is not intended and shall not be construed to supersede any portion of Item 350.1 of the Budget Act of 1975, except for paragraphs (2), (3), (4), and (5) of subdivision (b) thereof.

Paragraph (1) of subdivision (b) of Item 350.1 of the Budget Act of 1975 shall supersede subdivision (a) of Section 17303.6 of the Education Code, as amended by this act, for the remainder of the 1975–76 fiscal year.

SEC. 9.5. In lieu of the schedule of expenditures set forth in paragraphs (2), (3), (4), and (5) of subdivision (b) of Item 366 of the Budget Act of 1976, the schedule of expenditures prescribed by subdivision (b) of Section 17303.6, as amended by this act, shall prevail, and shall govern the expenditure of funds from Section B of the State School Fund.

This act is not intended, and shall not be construed, to supersede

any portion of Item 366 of the Budget Act of 1976, except for paragraphs (2), (3), (4), and (5) of subdivision (b) thereof.

Paragraph (1) of subdivision (b) of Item 366 of the Budget Act of 1976 shall supersede subdivision (a) of Section 17303.6 of the Education Code, as amended by this act, for the 1976–77 fiscal year.

SEC. 10. This act is an urgency statute necessary for the immediate preservation of the public peace, health or safety within the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting such necessity are:

In order that funds appropriated for handicapped students attending community college may be more effectively utilized for the 1975–76 school year, which commenced July 1, 1975, it is essential that this act go into effect immediately.

o

Assembly Concurrent Resolution No. 201

RESOLUTION CHAPTER 158

Assembly Concurrent Resolution No. 201—Relative to public higher education.

[Filed with Secretary of State September 13, 1976.]

LEGISLATIVE COUNSEL'S DIGEST

ACR 201, Egeland. Public higher education.

An existing resolution requests the governing authorities of various institutions of public higher education to prepare a plan providing for addressing and overcoming, by 1980, ethnic, sexual, and economic underrepresentation in the makeup of the student bodies of institutions of public higher education, and to submit such plan to the California Postsecondary Education Commission by July 1, 1975, and requests similar reports annually thereafter.

This resolution would request such governing authorities to prepare a similar plan for handicapped students, as defined, and to submit such plan to the California Postsecondary Education Commission by July 1, 1977.

It would also request the California Postsecondary Education Commission to integrate and transmit such plans to the Legislature by the first legislative day of 1978.

WHEREAS, The Legislature recognized in enacting Resolution Chapter 209 of the Statutes of 1974 that certain groups, as characterized by sex, ethnic, or economic background, are underrepresented in our institutions of public higher education; and

WHEREAS, The Legislature recognizes that handicapped persons are also underrepresented in our institutions of public higher education and should be treated in the same manner as other underrepresented groups; and

WHEREAS, It is the intent of the Legislature that such underrepresentation be addressed and overcome by 1980; and

WHEREAS, It is the intent of the Legislature that this underrepresentation be eliminated by providing necessary auxiliary services and procedures to ensure entrance and retention rather than by rejecting any qualified student; and

WHEREAS, It is the intent of the Legislature to commit the resources to implement this policy; and

WHEREAS, As used in this measure, "handicapped students" shall mean persons enrolled in a postsecondary program who cannot benefit from the regular educational program provided without special services or programs, because of a physical, communication, or learning disability. Such disabilities shall be defined as follows:

(a) "Physical disability" means a disability attributable to a vision.

mobility, orthopedic, or other health impairment.

(b) "Communication disability" means a disability attributable to a speech or hearing impairment.

(c) "Learning disability" means a disability attributable to a neurological, biochemical, or developmental impairment; the learning impairment shall be of a degree that is measurably responsive to specific educational services or programs; and

WHEREAS, It is the intent of the Legislature that institutions of public higher education shall consider the following methods for fulfilling this policy:

(a) Affirmative efforts to search out and contact qualified handicapped students.

(b) Experimentation to discover alternate means of evaluating the student potential of handicapped students.

(c) Augmented handicapped student financial assistance programs.

(d) Improved counseling for handicapped students; now, therefore, be it

Resolved by the Assembly of the State of California, the Senate thereof concurring, That the Regents of the University of California, the Trustees of the California State University and Colleges, and the Board of Governors of the California Community Colleges are hereby requested to prepare a plan that will provide for addressing and overcoming, by 1980, the underrepresentation of handicapped students in the makeup of the student bodies of institutions of public higher education as compared to the general proportion of such students in recent California high school graduation classes, and to submit such plan to the California Postsecondary Education Commission on or before July 1, 1977. The California Postsecondary Education Commission is requested to integrate and transmit the plans to the Legislature with its comments by the first legislative day of 1978; and be it further

Resolved, That the Chief Clerk of the Assembly transmit copies of this resolution to the Regents of the University of California, the Trustees of the California State University and Colleges, the Board of Governors of the California Community Colleges, and the California Postsecondary Education Commission.

o

Assembly Joint Resolution No. 53

RESOLUTION CHAPTER 120

Assembly Joint Resolution No. 53—Relative to the elimination of barriers to the physically handicapped at postsecondary educational institutions.

[Filed with Secretary of State August 30, 1976.]

LEGISLATIVE COUNSEL'S DIGEST

AJR 53, Egeland. Barriers to physically handicapped.

This measure would memorialize the President and Congress of the United States to take legislative action to appropriate the necessary funds to aid California's public postsecondary campuses to remove the architectural barriers that obstruct the mobility and functioning of disabled persons attempting to utilize existing public postsecondary educational buildings and campuses.

WHEREAS, Section 504 of the Rehabilitation Act of 1973 guarantees equal rights to the handicapped and provides that ". . . no otherwise qualified handicapped individual in the United States . . . shall solely by reason of the individual's handicap be excluded from the participation in, be denied the benefits of, or be subjected to the discrimination under any program or activity receiving Federal financial assistance"; and

WHEREAS, That same act reaffirmed the essential responsibility and function of various state agencies of vocational rehabilitation to "increase services to the severely disabled"; and

WHEREAS, The Elementary and Secondary Education Act of 1974 declares "it to be the policy of the United States of America that every citizen is entitled to meet his or her full potential without financial barriers . . ."; and

WHEREAS, It has been determined in a recent survey that in excess of $25,000,000, prorated over a period of three years, will be necessary in order to make California public postsecondary campuses free of architectural barriers that impede the movement of physically handicapped persons; and

WHEREAS, The California Department of Rehabilitation, the primary state agency charged with returning disabled citizens to employment, and the California community colleges representing 100 campuses throughout California, that offer educational and training programs and services to over 30,000 physically, educationally, and mentally handicapped students, jointly desire to cooperate for the benefit of removing barriers to disabled citizens of California at its postsecondary educational institutions; and

WHEREAS, Presently, many vital educational and training programs are incapable of being attended by severely disabled

persons strictly by virtue of the fact that they are unable to reach the classrooms or negotiate the terrain of the campuses; and

WHEREAS, This situation discriminates against otherwise qualified handicapped individuals solely by reason of their handicap by excluding disabled persons from participation in and benefiting from educational and training programs and activities now receiving federal financial assistance; and

WHEREAS, Barriers at postsecondary educational institutions deny the equal rights of the handicapped, now guaranteed by the Vocational Rehabilitation Act; and

WHEREAS, The cost of providing training and education to disabled citizens and thereby increasing their economic independence will be far less than the cost of continued public dependency; now, therefore, be it

Resolved by the Assembly and Senate of the State of California, jointly, That the Legislature of the State of California respectfully memorializes the President and Congress of the United States to take legislative action to appropriate the necessary funds to aid California's public postsecondary campuses to remove the architectural barriers that obstruct the mobility and functioning of disabled persons attempting to utilize existing public postsecondary educational buildings and campuses; and be it further

Resolved, That the Chief Clerk of the Assembly transmit copies of this resolution to the President and Vice President of the United States, to the Speaker of the House of Representatives, and to each Senator and Representative from California in the Congress of the United States.

O

EXCERPT FROM
PUBLIC LAW 93-112
"REHABILITATION ACT OF 1973"

EMPLOYMENT UNDER FEDERAL CONTRACTS

SEC. 503. (a) Any contract in excess of $2,500 entered into by any Federal department or agency for the procurement of personal property and nonpersonal services (including construction) for the United States shall contain a provision requiring that, in employing persons to carry out such contract the party contracting with the United States shall take affirmative action to employ and advance in employment qualified handicapped individuals as defined in section 7(6). The provisions of this section shall apply to any subcontract in excess of $2,500 entered into by a prime contractor in carrying out any contract for the procurement of personal property and nonpersonal services (including construction) for the United States. The President shall implement the provisions of this section by promulgating regulations within ninety days after the date of enactment of this section.

Ante, p. 361.

(b) If any handicapped individual believes any contractor has failed or refuses to comply with the provisions of his contract with the United States, relating to employment of handicapped individuals, such individual may file a complaint with the Department of Labor. The Department shall promptly investigate such complaint and shall take such action thereon as the facts and circumstances warrant, consistent with the terms of such contract and the laws and regulations applicable thereto.

(c) The requirements of this section may be waived, in whole or in part, by the President with respect to a particular contract or subcontract, in accordance with guidelines set forth in regulations which he shall prescribe, when he determines that special circumstances in the national interest so require and states in writing his reasons for such determination.

Waiver authority.

NONDISCRIMINATION UNDER FEDERAL GRANTS

SEC. 504. No otherwise qualified handicapped individual in the United States, as defined in section 7(6), shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Ante, p.

Approved September 26, 1973.

EXCERPT FROM
SENATE BILL NO. 1641

5746.1. The governing board of any community college district shall have the power, with the approval of the chancellor's office of the Community Colleges, to establish special classes to serve the educational needs of handicapped adults. Such classes shall conform to the standards of attendance, curriculum, and administration established by the chancellor's office of the Community Colleges and shall be included for the purposes of receiving apportionments.

College: _____ Submitted For: 1. May 19___ (Projection)
2. Oct. 19___ (Actual Census Count)
3. Feb. 19___ (Enrollment and Budget Update)

COLLEGE ANNUAL ENROLLMENT AND FUNDING SURVEY
HANDICAPPED STUDENTS
(Advisement Survey Pursuant to California Administrative Code, Title 5, Section 56062)

I. UNDUPLICATED HEAD COUNT OF ENROLLED DISABLED STUDENTS RECEIVING SERVICES

A. Total Eligible Students Receiving Services _____

B. Total Eligible Severly Disabled Students (Not included in "A" above: Prior approval required from Department of Rehabilitation.) _____

II. PROJECTED EXCESS DISTRICT COSTS FOR FISCAL YEAR 19 -19
(Do Not Include Expenditures Met By ADA Funds)

	EXPENDITURE OBJECT CODES - Budget and Accounting Manual						TOTAL EXPENDITURES
	1000 *	2000 *	3000 *	4000 *	5000 *	6000 *	
SPECIAL FACILITIES							
SPECIAL EDUCATIONAL MATERIAL							
SPECIAL EDUCATIONAL ASSISTANCE							
MOBILITY ASSISTANCE							
TRANSPORTATION							
PROGRAM DEVELOPMENTAL SERVICES							
						TOTAL EXCESS DIRECT COSTS	$

III. OTHER FUNDS RECEIVED

A. Local Gifts & Grants (Not ADA) $_____
B. VEA Funds (Only if VEA Expenditures Included Above) $_____
C. Total Other Funds $_____

D. Total Excess Direct Costs Less VEA Funds $_____

_____ _____
(Prepared By) (Date)

_____ ( ) _____
(Title) (Telephone Number)

*1000 - Certificated Salaries
*2000 - Classified Salaries
*3000 - Staff Benefits
*4000 - Books, Supplies and Equipment Replacement
*5000 - Contracted Services and Other Expenses
*6000 - Capital Outlay

FORM CCC-SS-1 (Revised 10/77)

College _____

Submitted For: 1. May 19___
2. Oct. 19___
3. Feb 19___

	Unduplicated Head Count Identified By Disability Column 1	No. Students in Col. 1 Who Are Clients of the Dept. of Rehab. Column 2	No. Students in Col. 1 Who Are Enrolled In Voc. Ed. Courses Column 3
I. Physical Disability			
A. Vision Deficit			
B. Mobility/Orthopedic Deficit			
C. Other Health Deficits			
II. Communication Disability			
A. Hearing Deficit			
B. Speech Deficit			
III. Learning Disability *			
A. Neurological Deficit			
B. Biochemical Deficit			
C. Developmental Deficit			
TOTAL			

* _____
Signature of staff qualified to identify and develop prescriptive educational plan for Learning Disability students

_____
Official title

( ) _____
Telephone number

Please Estimate Number of Students Utilizing Each Category (Duplicated Count Allowable)	Categorical Funding Areas
	Special Facilities
	Special Educational Material
	Special Educational Assistance
	Mobility Assistance
	Transportation

Please return this form to:

Academic Affairs Unit
California Community Colleges
1238 S Street
Sacramento, CA 95814
(916) 445-1163

CALIFORNIA COMMUNITY COLLEGES

HANDICAPPED STUDENTS
DIRECT EXCESS COST REIMBURSEMENT

I. UNDUPLICATED HEAD COUNT OF ENROLLED HANDICAPPED STUDENTS RECEIVING SERVICES

A. Eligible Handicapped Students _____

B. Eligible Severely Disabled Students (Not included in Item A above. Prior program approval required.) _____

STATE USE ONLY

II. EXCESS DISTRICT COSTS (ROUND TO NEAREST DOLLAR)

	EXPENDITURE OBJECT CODES						TOTAL EXPENDITURES
	1000	2000	3000	4000	5000	6000	
SPECIAL FACILITIES							
SPECIAL EDUCATIONAL MATERIAL							
SPECIAL EDUCATIONAL ASSISTANCE							
MOBILITY ASSISTANCE							
TRANSPORTATION							
PROGRAM DEVELOPMENTAL SERVICES							

TOTAL EXCESS DIRECT COSTS $

III. OTHER FUNDS RECEIVED (ROUND TO NEAREST DOLLAR)

A. Local Funds $_____

B. Federal Funds $_____

TOTAL $_____

STATE USE ONLY
NET APPORTIONMENT TO DISTRICT
$_____

I certify that the information provided on this form is in accordance with Education Code Section [illegible] and California Administrative Code, Title 5. Prior approval has been received from the Chancellor's Office, Academic Affairs Section, for services and programs for students reported in Section I.B, and a copy of the approval is attached. All federal and local funds available for programs for handicapped students are being utilized and are reported in Section III.

APPROVED: _____
District Superintendent

DATE _____

FOR SUPPLEMENTAL INFORMATION CONTACT:

District Employee _____

Phone _____

Period: 1st/2nd/Annual 19__-__

110

_____ District

_____ County

CCAF-326 (New 10/76, rm)

Code No. [illegible]

INSTRUCTIONS

1- Each district incurring direct excess costs due to programs and services for handicapped students shall submit an original and one copy of this form to the Chancellor's Office, Fiscal Services Section, on or before the following dates:

First Period - January 15
Second Period - April 30
Annual Report - July 15

Individual college reports are not required. Submit a district composite only. Forward an informational copy to the appropriate county superintendent of schools.

2- Enrollment data shall be reported as an unduplicated head count of enrolled handicapped students receiving services. A student enrolled during one or more terms shall be counted only once per reporting period each fiscal year as follows: a) first period report shall include any student enrolled between July 1 and December 31; b) second period report shall include any student enrolled between July 1 and April 15; and c) annual report shall include any student enrolled between July 1 and June 30.

3- Programs and services for students reported in Section I.B must have prior approval by the Chancellor's Office. A copy of the approval must be attached to this form or the claim will be returned or disallowed.

4- Cost data shall be reported by expenditure object codes as defined in the California Community College Budget and Accounting Manual. For the first period report budgeted or estimated expenditures are to be reported. Actual expenditures shall be reported on the second period and annual reports.

5- State apportionments shall be made only to districts which certify that all federal and local funds available for programs for handicapped students are being utilized and are reported in Section III.

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 11 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES